GOLD experience

2ND EDITION

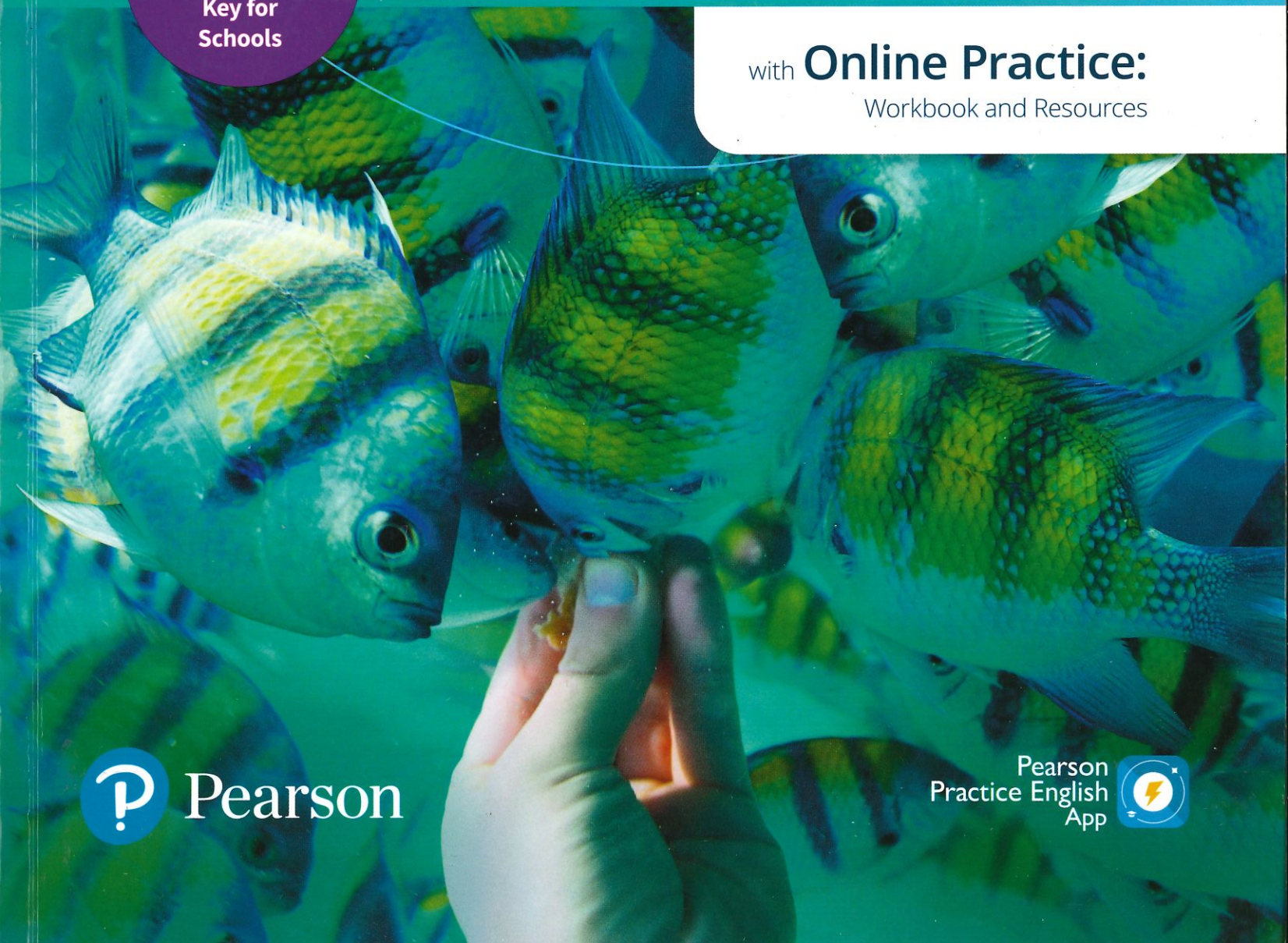
STUDENT'S BOOK and Interactive eBook

A2

Key for Schools

Kathryn Alevizos & Suzanne Gaynor

with Online Practice:
Workbook and Resources



Pearson

Pearson Practice English App

Your course comes with a **Student's Interactive eBook**, **Online Practice** (interactive workbook), extra digital activities and resources on the **Pearson English Portal**, and audio, video and extra practice on the **Pearson Practice English** app.

To access the Pearson English Portal and eBook:

1. Go to **pearsonenglish.com/login**
2. Sign in or create an account.
3. Once signed in, follow the on-screen instructions to add a product and use the access code below.

ACCESS CODE

ESSGPB-PASHM-STICH-ENATE-BEGOT-MACAW

This code can only be used once and the user subscription is valid for 24 months from the date of registration.

To access the Pearson Practice English (PPE) app:

1. Download and open the **Pearson Practice English (PPE)** app:
   a: For iOS: **pearsonenglish.com/ppe-ios**
   b: For Android: **pearsonenglish.com/ppe-android**
2. Follow the on-screen instructions to unlock your content, using the access code below.

ACCESS CODE

ESSGXF-CLVII-AMINE-ROQUE-GABBY-SEVIW

This code can only be used once and the user subscription is valid for 24 months from the date of registration.

Need help?

Go to **MyPearsonHelp.com/portal** for help, training and technical support.

GOLD experience

2ND EDITION

STUDENT'S BOOK

A2

Key for Schools

KEL
Books in English for everyone

CONTENTS

Unit	Reading	Grammar	Vocabulary
Starter This is me! page 6	short texts with personal information	*have got; be* present simple (p6) *there is/are* countable and uncountable nouns *some/any* (p9)	family (p6) identity (p7) classroom language (p8) clothing (p9)
1 My time page 11	**topic:** teens with interesting hobbies **skill:** reading a simple text and extracting factual detail **task:** matching	present simple and adverbs of frequency (p14) *much/many* (p16)	free time (p15) verbs to nouns (p15) free time collocations (p15)
2 Are you online? page 23	**topic:** learning to vlog **skill:** understanding the gist of a simple text with visual support **task:** open cloze	talking about now (p26) present simple and present continuous (p28)	technology words (p27) technology collocations (p27)
3 The right answer page 35	**topic:** music and studying **skill:** finding specific information **task:** multiple choice; open cloze	past simple regular and irregular verbs (p38) past simple questions and short answers (p40)	school and education (p39) school words; places in school; school collocations (p39)
4 Open 24/7 page 47	**topic:** a new way to shop **skill:** finding specific information **task:** open cloze	comparative adjectives (p50) superlative adjectives (p52)	shopping (p51) shopping verbs (p51) prices (p51)
5 That's entertainment! page 59	**topic:** cinemas with a difference **skill:** understanding a simple text about a past event **task:** matching	past continuous (p62) past continuous and past simple (p64)	entertainment (p63) entertainment nouns and verbs (p63)

Listening	Speaking	Writing	Switch on
listen to someone talking about their family; classroom language; spelling	talking about your family; classroom language		
topic: cooking day at a local café **skill:** listening for specific information **task:** gap-fill	**topic:** free time **skill:** talking about likes/ dislikes and what you're good at **task:** asking and answering questions about free time	**topic:** clubs **skill:** writing invitations **task:** an email (invitation)	**video:** magic camp **project:** tricks research
topic: tecæology **skill:** extracting factual information from simple speech **task:** multiple choice (pictures)	**topic:** a school tecæology day **skill:** describing a photo using prepositions of place **task:** describing photos	**topic:** apps **skill:** writing short descriptive paragraphs using simple connectors **task:** a paragraph	**video:** toddler tech **project:** interactive app
topic: schools around the world **skill:** listening for specific information **task:** multiple choice	**topic:** first day at school **skill:** asking and answering questions about the past **task:** talking about the first day at school	**topic:** a different school day **skill:** ordering events **task:** a description	**video:** life at Gordonstoun **project:** community project proposal
topic: lost in a shopping centre **skill:** listening for specific information **task:** multiple choice	**topic:** services in town **skill:** asking for directions **task:** asking and answering questions	**topic:** my favourite shop **skill:** planning your ideas **task:** a review	**video:** The Teenage Market **project:** market business plan
topic: entertainment **skill:** extracting key factual information **task:** multiple choice (pictures)	**topic:** weekend entertainment activities **skill:** saying how you feel about something **task:** discussion	**topic:** entertainment **skill:** writing a simple story describing the main events **task:** a story	**video:** let me tell you a story **project:** story mash-up

CONTENTS

Unit	Reading	Grammar	Vocabulary
6 Are we there yet? **page 71**	**topic:** How do you like to travel? **skill:** reading for specific detail **task:** multiple choice	talking about the future: *be going to* and *will* (p74) present continuous for future (p76)	travel and transport (p75) travel verbs (p75)
7 Team spirit **page 83**	**topic:** sport lessons **skill:** extracting factual information from simple texts **task:** multiple-choice cloze	ability: *can/could* possibility: *can* (p86) obligation: *have to/ had to* (p88)	sports and equipment (p87) sports collocations (p87)
8 Wild world **page 95**	**topic:** National Mountain Day **skill:** understanding a text about recent experiences **task:** matching	present perfect (p98) present perfect with *ever* and *never* (p100)	the natural world (p99) weather (p99)
9 Feeling good **page 107**	**topic:** Tiny Kitchen **skill:** reading for detail **task:** multiple choice	first conditional (p110) advice: *should* (p112)	food and health (p111) health collocations (p111)
10 The place to be! **page 119**	**topic:** places **skill:** understanding key information in short messages and everyday signs and notices **task:** multiple choice (discrete); multiple-choice cloze		

Grammar file page 126

Extend vocabulary page 146

Exam file page 147

Audioscripts page 151

Listening	Speaking	Writing	Switch on
topic: What makes your holidays fun? **skill:** identifying information in a conversation **task:** matching	**topic:** Do you prefer winter or summer holidays? **skill:** asking about the future **task:** pairwork	**topic:** school trips **skill:** answering three content points **task:** an email	**video:** underwater adventures **project:** class holiday plan
topic: sport **skill:** extracting factual information from short, simple texts **task:** multiple choice (pictures)	**topic:** sport **skill:** making and replying to requests **task:** asking and answering questions	**topic:** sport stars **skill:** answering questions **task:** a paragraph about a new hobby	**video:** freestyle tricks **project:** new sport
topic: I've seen a bear! **skill:** listening for specific information **task:** three-option multiple choice	**topic:** outdoor fun, whatever the weather **skill:** giving an opinion **task:** discussion	**topic:** teens say what they want on holiday **skill:** using informal language **task:** an e-card	**video:** mountain life **project:** rewilding fundraising
topic: fun food **skill:** writing down information **task:** gap-fill	**topic:** everyday activities **skill:** choosing your favourite idea **task:** discussion	**topic:** the perfect medicine **skill:** producing simple narratives **task:** a story	**video:** space food **project:** space menu
topic: various **skill:** extracting key factual information from short, clear, simple announcements **task:** multiple choice (text)	**topic:** home **skill:** answering questions on a topic and giving an extended response **task:** interview	**topic:** places to go on holiday **skill:** writing an email invitation to a friend; writing a simple story describing main events **task:** an email (invitation); a story	

“We always have fun **together!**”

STARTER

This is me!

READING
short texts with personal information

LISTENING
listen to someone talking about their family; classroom language; spelling

SPEAKING
talk about your family; classroom language

GRAMMAR
have got; be, present simple *there is/are;* countable and uncountable nouns; *some/any*

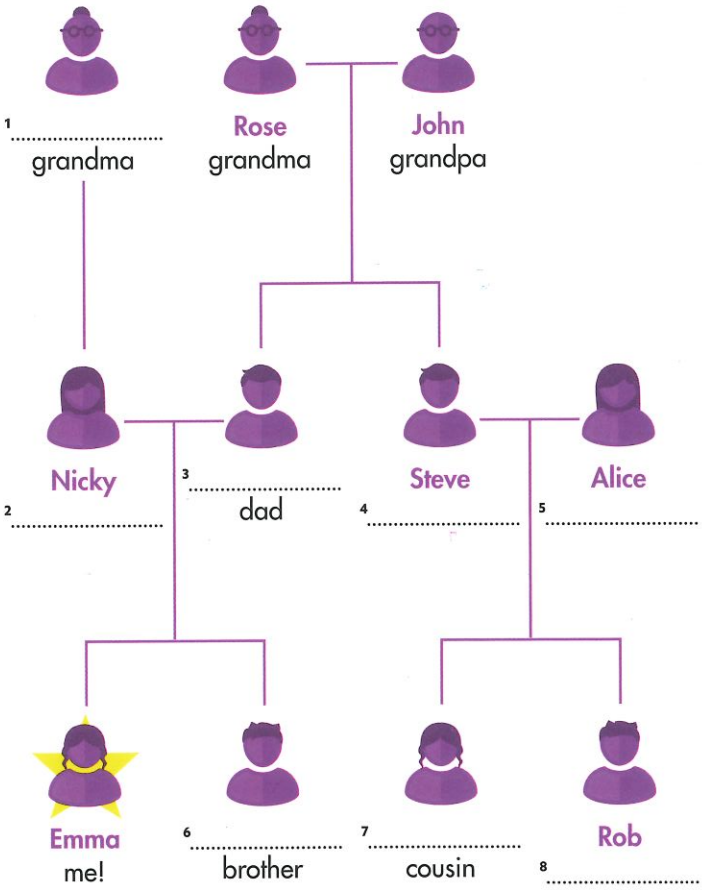
1 Look at the photo. Ask and answer the questions.

1 Who do you think the people in the photo are?
2 Who in your family do you enjoy spending time with?

2 S.1 Emma is talking about the photo. Listen and answer the questions.

1 Who is Emma with in the photo?
2 Where do they live?
3 Why does she like spending time with the people in the photo?

3 S.2 Emma is talking about the rest of her family. Listen and complete her family tree.



4 Draw your own family tree. Write the names of the people in your family.

5 Work in pairs. Ask and answer about each other's family tree.

6 Look at the information. Find examples of these things.

1 a first name .....
2 a street name .....
3 an email address .....
4 a postcode .....
5 a nationality .....
6 a surname .....
7 a website address .....
8 a date .....
9 a telephone number .....
10 a signature .....

A

www.friends-page.org.uk Close X

Aleksey Dudek

INFORMATION

Born on: 14/08/2005
Studies at: Mountford High School
Likes: Chelsea Football Club
Speaks: Polish, English

FRIENDS

Diego

Sophia

View all

B

PremierSport

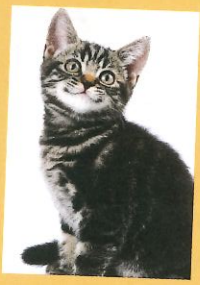
Name: Savas Ataman
Date of birth: 12 May 2004
Member: basketball club

PremierSports, Nelson Street, Liverpool, Q25 8HT
Tel: 4652 643 2345
www.premier-sport.co.uk

C

Pet Passport

Name:	Simba
Nationality:	British
Age:	6
I.D. no.:	265J8892
Owner:	Ms Tina Wright



D

Cordale College Student ID

First name: Amanda
Last name: Montalvo
Nationality: Brazilian
Date of birth: 04/03/2003
Expiry date: 31/07/2019

Cordale College | Main Square | Oxford OX9 6YE
Tel: 04652 767 534 | info@cordale-college.ac.uk

E

Dublin City Student Bus Pass

5–16-year-olds

Name:	Miss Emily Barrett
Valid until:	21 August 2018
Bus pass no.:	3455679

7 Look at the information in Ex 6 again. Answer the questions.

1 Who studies in Oxford?
2 What nationality is Simba?
3 What sport does Savas do?
4 Who can have a conversation in two languages?
5 Where does Emily Barrett live?
6 Whose birthday is in August?

8 Look at the pet passport in Ex 6 again. What does 'Ms' mean?

Starter This is me!

1 **Find a phrase (1–5) for each picture (A–E).**

1 Put your hand up.
2 Match the word with the picture.
3 Complete the sentence.
4 Turn to page forty-five.
5 Work in pairs.

2 **Why do you put your hand up in class?**

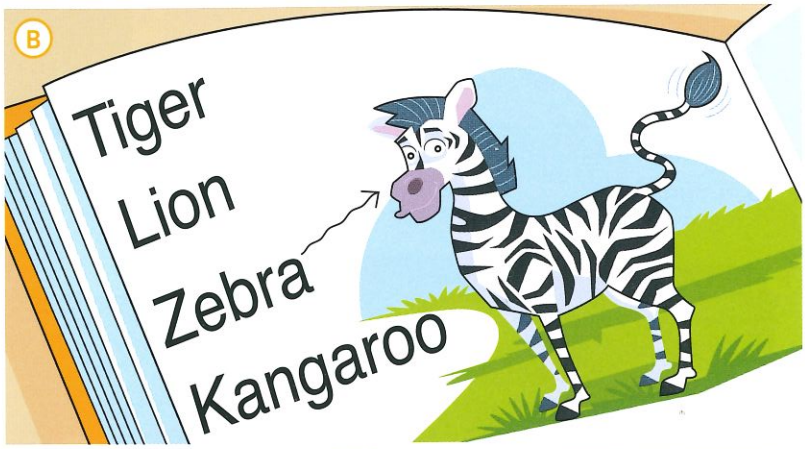
3 **Choose the correct answers (A, B or C).**

1 Can I have a pen, please?
  A This is a pen.
  B Yes, here you are.
  C Yes, I have.
2 What page is it, please?
  A Page fourteen.
  B Yes, it is.
  C Two pages.
3 Can I open the window, please?
  A Yes, well done.
  B Yes, that's right.
  C Yes, in a minute.
4 Can you repeat the question, please?
  A Yes, of course.
  B Yes, I can repeat.
  C Yes, this is it.
5 What's 'escritorio' in English?
  A That's a Spanish word.
  B Look it up in the dictionary.
  C You're right, 'escritorio' isn't English.
6 What does 'boring' mean?
  A 'Boring' is an adjective.
  B Yes, it's boring.
  C It means 'not interesting'.

4 S.3 **Listen and check your answers.**

5 **Work in pairs. Take turns to ask and answer these questions.**

Can you pass me a pencil, please?
Can you put your hand up to ask a question, please?
What time is lunchtime?



6 Match the things in the picture (A–H) with these words.

bag belt cap jeans pair of trainers socks towel T-shirt

7 Complete the sentences about the picture in Ex 6 with *a, an, some* or *any*.

1 There are ..... socks.
2 There is ..... pair of shorts.
3 There isn't ..... mobile phone.
4 There is ..... belt.
5 There aren't ..... keys.
6 There isn't ..... orange cap.
7 There's ..... pair of trainers.
8 There are ..... clothes on the floor.

8 Work in pairs. Ask and answer questions about the things in your classroom. Use these words.

bin bookcase clock computer cupboard cushion light money noticeboard poster shelf water

9 Work in pairs. Practise the conversation.

game on

Spelling game

Work in pairs. Choose a word from this unit and ask your partner how to spell it. Use the conversation in Ex 9 to help you. You get one point for each correct word!

A: How do you spell 'bottle'?
B: It's B-O double T-L-E.
A: Sorry, can you say that again, please?
B: Yes. It's B-O double T-L-E.

UNIT CHECK

Wordlist

Family
aunt(y) (*n*)
brother (*n*)
cousin (*n*)
dad (*n*)
grandma (*n*)
grandpa (*n*)
grandparents (*n, pl*)
mum (*n*)
sister (*n*)
uncle (*n*)

Titles
Miss (*n*)
Mr (*n*)
Mrs (*n*)
Ms (*n*)

Identity
age (*n*)
birthday (*n*)
date (*n*)
date of birth (*n*)
email address (*n*)
first name (*n*)
language (*n*)
nationality (*n*)
postcode (*n*)
signature (*n*)
street name (*n*)
surname (*n*)
telephone number (*n*)
website address (*n*)

Classroom language
Can you say that again, please? (*phr*)
complete (*v*)
double (*v*)
here you are (*phr*)
in a minute (*phr*)
look (it) up (*phr v*)
match (*v*)
mean (*v*)
of course (*phr*)
open (*v*)
page (*n*)
pair (*n*)
put (the light) on (*phr v*)
put (your hand) up (*phr v*)
repeat (*v*)
spell (*v*)
turn to (*phr v*)
work in pairs (*phr*)

Things in a classroom
bin (*n*)
book (*n*)
bookcase (*n*)
chair (*n*)
clock (*n*)
computer (*n*)
cupboard (*n*)
cushion (*n*)
dictionary (*n*)
light (*n*)
noticeboard (*n*)
pen (*n*)
pencil (*n*)
poster (*n*)
shelf (*n*)
wall (*n*)
window (*n*)

Other
bag (*n*)
belt (*n*)
cap (*n*)
jeans (*n*)
mobile phone (*n*)
money (*n*)
(pair of) shorts/trainers (*n*)
socks (*n, pl*)
towel (*n*)
T-shirt (*n*)
water (*n*)

Practice

1 **Find the following in the wordlist.**

1 four words that describe men in a family
2 four things that you can find on a wall in a classroom
3 four things you can wear on your body

2 **Choose the correct words to complete the sentences.**

1 My **aunty** / **cousin** Rose is my dad's sister.
2 Can you **repeat** / **spell** your question? I didn't hear you.
3 This **bin** / **cushion** is really soft and comfortable.
4 It's very dark. Can you put the **light** / **poster** on, please?
5 The information about chess club is on the **clock** / **noticeboard**.
6 There's more paper inside the **shelf** / **cupboard**.

3 S.4 **Listen and complete the questions with words or phrases from the wordlist.**

1 **A:** What's your ..... ?
B: Smith. My name's Emma Smith.
2 **A:** What's his ..... ?
B: It's 26 March 2003.
3 **A:** What's the school ..... ?
B: It's GL7 6JM.
4 **A:** What's Orla's ..... ?
B: Irish. She's from Dublin.
5 **A:** What's the ..... for the shop?
B: It's www.my2shop.com.
6 **A:** What's Matt's ..... ?
B: It's 07793 982 776.

“I love to **hang out** with my friends.”

Look at the photo and answer the questions.

1 Do you spend your free time outside or inside?

2 Do you like to spend your free time alone or with friends?

1 My time

READING
topic: teens with interesting hobbies
skill: reading a simple text and extracting factual detail
task: matching

GRAMMAR
present simple
adverbs of frequency
much/many

VOCABULARY
free time
verbs to nouns
free time collocations

LISTENING
topic: cooking day at a local café
skill: listening for specific information
task: gap-fill

SPEAKING
topic: free time
skill: talking about likes/dislikes and what you're good at
task: ask and answer questions about free time

WRITING
topic: clubs
skill: writing invitations
task: an email (invitation)

SWITCH ON
video: magic camp
project: tricks research

READING

Power up

1 How many free time activities can you think of in a minute?

2 Work in pairs. Look at the photo at the bottom of the page and find two things both you and your partner like/don't like doing.

Read on

3 Read the article about three teenagers with different hobbies. Match the photos (1–3) with the teenagers (A–C).

4 Read the article again. Complete the table with information about the three teenagers.

first name	family name	country	main hobby
			watching and talking about bats
Alessandro			
	Deegan		

exam tip: matching

First read the 'Which person … ?' questions and underline important words. Then read the texts.

5 e Read the article again and choose the correct answer.

	Madison	Alessandro	Lucy
1 Which person does their hobby in other countries sometimes?	A	B	C
2 Which person sometimes wins cash in competitions?	A	B	C
3 Which person spends time doing their hobby with a family member?	A	B	C
4 Which person wants other people to share their interest?	A	B	C
5 Which person wants to earn money from their hobby in the future?	A	B	C
6 Which person knows someone who has a job doing their hobby?	A	B	C
7 Which person belongs to a group?	A	B	C

Sum up

6 Write some sentences about Madison, Alessandro and Lucy.

Speak up

7 Do you think Madison, Alessandro and Lucy's hobbies are interesting? Why/Why not? Give one reason.

'Time flies when you're having fun' means that time goes quickly when you are enjoying yourself.

What are YOU into?

Find out what these three teens enjoy doing in their free time.

A Alessandro Palmarini is an amazing gamer and wins prizes for playing video games. Alessandro is from Scotland. Sometimes he plays video games in different countries, like Germany and the USA. Does Alessandro spend lots of hours gaming? Yes, he does! At the weekend he plays for seven or eight hours. Alessandro wants gaming to be his career one day. He isn't always on his computer. He's also a good basketball player. He plays for a team in Scotland.

B What do you think of bats? Strange animals? A bit ugly? Well, teenager Madison Mies doesn't think they're ugly. She loves bats. Madison is from Michigan in the USA. In her free time Madison loves watching bats. She knows a lot about these animals. Madison and her dad sometimes visit libraries and museums to tell people about bats. Why? She wants other people to care about bats and understand they are important. Madison wants to change people's idea about bats.

C Lucy Deegan lives in Laois in Ireland. She plays football in her free time, but her main interest is art. She loves drawing and painting. She shows her paintings in Ireland and other countries, and sometimes wins prizes (and money!). Where does Lucy's love of art come from? Maybe from her mother – Lucy's mum works as an artist on famous animation films.

GRAMMAR

1 Read the grammar box below. Match the example sentences (1–2) with rules A and B.

1 I have two brothers and a sister.
2 Dan usually goes to bed at 9 p.m.

explore **grammar**

➥ p128

present simple

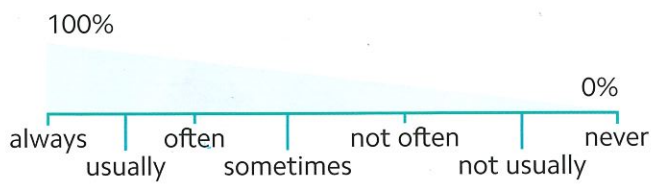
A for something that is always or usually true
Lucy Deegan **lives** in Laois in Ireland.

B for a habit or routine
At the weekend he **plays** for seven or eight hours.

C Use *do/does* to make questions.
Does Alessandro **spend** a lot of hours gaming?

D Use *don't/doesn't* to make negatives.
Teenager Madison Mies **doesn't think** they're ugly.

adverbs of frequency



E Use adverbs of frequency before a main verb,
Madison and her dad **sometimes visit** libraries.

F but after the verb *be*.
Alessandro **isn't always** on his computer.

2 1.1 Watch or listen to six students. Which question are they answering?

A Do you have a lot of free time?
B Who do you often spend your free time with?
C What do you do in your free time?

3 1.2 Watch or listen again and complete the sentences.

1 On Tuesdays I often ..... my guitar, but I can't if I ..... homework.
2 In my free time I ..... TV and ..... my camera out to take photos.
3 In my free time I normally ..... .
4 On Wednesdays I ..... swimming and on Sunday I ..... football.
5 In my free time I ..... football and I ..... it on Tuesdays and Saturdays.
6 After school I like to ..... and ..... piano.

4 Complete the text with the present simple form of the verbs in brackets.

I love Saturdays!

On Saturday mornings I usually [1] ..... (play) video games and listen to music. I [2] ..... (love) rock music. My sister [3] ..... (not like) the same music. She [4] ..... (go) to dance class every Saturday morning. We often [5] ..... (spend) Saturday afternoons in the park with my friends. My dad [6] ..... (not come) with us. He [7] ..... (stay) at home and cooks dinner. After dinner we usually [8] ..... (watch) a film together. I love Saturdays!

5 Put the words in the correct order to complete the interview.

Name: Liam **Hobby:** kite flying

1 **A:** you / where / your kite / usually / do / fly?
.....
B: On the beach.
2 **A:** it / do / usually / do / when / you / do?
.....
B: After school or at the weekends.
3 **A:** often / with friends / fly kites / do / you?
.....
B: Yes. My best friend Matt loves flying kites too.
4 **A:** competitions / do / sometimes / you / enter?
.....
B: Yes, but I don't usually win!
5 **A:** always / before a competition / a lot / you / do / practise?
.....
B: Yes, and I learn things from YouTube videos.

Speak up

6 Work in pairs. Tell your partner what you do at the weekend. Use *always, usually, sometimes* and *never*.

Do you know there are kites that can travel 120 mph (193 km/h)?

VOCABULARY

free time

1 Look at the picture. Match the people (A–H) with these verbs.

bake camp dance draw fish paint read sing

2 1.3 Listen. Match the names (1–6) with the people in the picture (A–H).

1 Matt
2 Emily
3 Harry
4 Alice
5 Oliver
6 Poppy

explore **language**

You can make a noun from a verb by adding *-ing*.

paint – paint**ing** Harry's sister likes **painting**.

Remember: remove the silent *-e* at the end of the verb.

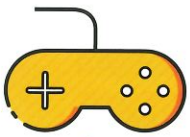
bake – bak**ing** Alice's hobby is **baking**.

3 Read the language box. Complete the sentences with the *-ing* form of the verbs in brackets.

1 My hobby is ..... (draw). I like to draw animals.
2 Suzie's hobby is ..... (dance). She loves ballet.
3 My brother's hobby is ..... (paint). He goes to art class every Tuesday.
4 They love ..... (sing). They want to be in a pop group!
5 My brother loves ..... (bake). He always makes the birthday cakes for our family.

4 Match these words and phrases with the verbs below.

cards cartoons on a sleepover comics the guitar to the cinema to the radio video games YouTube videos


play

go

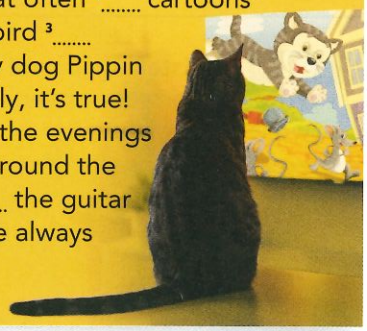
watch

listen

collect

5 e Choose the correct answer (A, B or C) to complete the article.

What do animals do in their free time? Do you know that some pets have hobbies too? Comet the fish [1]..... football. Felix the cat often [2]..... cartoons with his family. Kiki the bird [3]..... coloured things. And my dog Pippin loves dancing – yes, really, it's true! I always [4]..... to music in the evenings and then Pippin jumps around the kitchen! I sometimes [5]..... the guitar and then Pippin [6]..... . He always makes everyone laugh!



1	**A** makes	**B** plays	**C** does
2	**A** collects	**B** watches	**C** plays
3	**A** does	**B** plays	**C** collects
4	**A** listen	**B** watch	**C** do
5	**A** listen	**B** make	**C** play
6	**A** makes	**B** dances	**C** does

Speak up

6 Tell the class about your hobby. Say when you do it, where you do it and why you enjoy it.

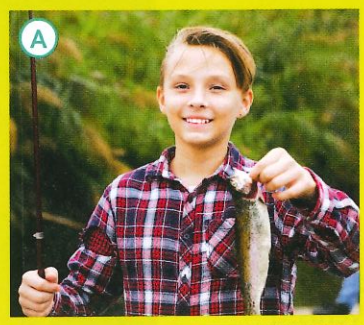
LISTENING

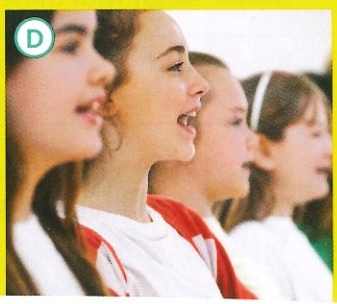
Power up

1 Read about Lizzie and look at the photos. Which free time activity (A–D) do you think is good for her? Why?

Hi. My name's Lizzie and I'm fourteen years old. I love music, but I don't play any instruments and I can't sing! I love food and I like learning new things. I'm not very sporty, but I like swimming in the sea. I love all animals!

LIZZIE





Listen up

2 1.4 Listen to Lizzie leaving a message for her friend Adam. Which of the free time activities in Ex 1 does Lizzie want to do?

3 Read the exam tip and the notes. What kind of information do you need to listen for?

exam tip: gap-fill

Before you listen, read the questions carefully and think about what kind of information you need to listen for. Is it a place, a time, a number, a name, etc.?

4 e 1.5 Listen again and complete the notes. Write the correct answer in each gap. Write one or two words or a number or a date or a time.

Cooking day at Star Café

Day: [1] .....

Price per day: [2] .....

Place of café: city centre near [3] .....

Teacher's surname: [4] .....

Café's phone number: [5] .....

Call café before: [6] .....

5 Complete the grammar box with these words.

books fun hobbies music people time

explore grammar ➥ p128

much/many

A Use *many* with countable nouns (e.g. *friends*, ..., ..., ...).

I don't know how many people she teaches in a group.

B Use *much* with uncountable nouns (e.g. *money*, ..., ..., ...).

How much money do you want to spend?

6 Complete the questions with *much* or *many*.

1 Do you have ..... free time?
2 Does your brother have ..... hobbies?
3 Does she have ..... friends at school?
4 How ..... money does Anna have?
5 Do you have ..... music on your phone?
6 Do you have ..... photographs of the party?

Speak up

7 Work in pairs. Ask and answer the questions.

1 How many times a week do you help cook dinner in your home?
2 How much time do you spend helping your parents every day?

SPEAKING

Power up

1 How much free time do you have on school days and at the weekend?

Speak up

2 1.6 Listen to Mario and Layla talking about the first two pictures in the board game below. Complete their conversation.

Layla: OK, let's play the board game!

Mario: You go first, Layla.

Layla: I think this picture is about video games. Do you like [1] ..... video games?

Mario: Yes, I [2] ..... video games.

Layla: When do you usually play?

Mario: In the evenings or at weekends. OK, my turn. Do you like [3] ..... ?

Layla: Yes, I [4] ..... .

Mario: What kind of music do you [5] ..... listening to?

Layla: Pop – I love Ariana Grande. I'm good at [6] ..... too. Do you want me to sing one of her songs?

Mario: Er … no, thanks.

3 Work in pairs. What are the activities on the board game? Do you like any of the same activities? Use the useful language to help you.

useful **language**

likes/dislikes

I like/love/enjoy … I don't like/hate …

I'm good/brilliant at … I'm OK/not good at …

It's amazing/brilliant/cool/awesome.

skill tip:

Don't worry about making mistakes when you're speaking. It's always better to say something. Making mistakes is a good way to learn!

Speaking extra

4 Work in pairs. Tell you partner three things you enjoy doing. Two things are true and one is false. Your partner asks questions to find out which one is false.

game on

Find a coin and work with a partner. Take turns to flip the coin and ask and answer questions about the topics on the board game.

Heads = move forward 1 square
Tails = move forward two squares

The first person to get to the end is the winner!

'Take time out from something' means 'stop doing something for a short time'.

WRITING

Power up

1 What clubs are there for young people in your school? Do you go to any of these clubs? Why/Why not?

Plan on

2 Look at the photos and the notices about clubs. Match the photos (A–D) with the notices (1–4).

3 1.7 Listen to four people. Which club (1–4) are they at?

4 Read the notices again. Answer the students' questions.

1 Where is the dance club?

2 What day does the song-writing club meet?

3 What time does the camera club finish?

4 I'm eleven years old. Can I go to the camera club?

5 I don't know how to play table tennis. Can I go to the table tennis club?

6 How much does the dance club cost?

7 Can I bring my guitar to the song-writing club?

1

Do you enjoy **dancing?**

Join our **dance club**! We meet every Thursday evening at Top Moves Dance Centre. We dance to all kinds of music, from rock to pop.

Starts @ 7.15 p.m. **£2 per week**

2

Do you **love music** and want to **write songs?**

Join our **song-writing club**! We meet every Wednesday at Fresh Sounds Music School, @ 6.30 p.m.

• £3 per person •

You are welcome to bring your own musical instruments!

3

Do you like **taking photos?**

Join our camera club! (12-16-year-olds)

We meet every Tuesday in the park.

4.30-6 p.m. | £2.50/week

4

Table Tennis Club

Every Monday lunchtime (12.30–1.30 p.m.) in room 32C

Beginners welcome!

5 Read the email. Why is Lisa writing to Noah?

A to tell Noah she likes writing songs
B to learn about Noah's song-writing club
C to invite Noah to her song-writing club

To: **Noah** From: **Lisa**

Hi Noah,

Do you want to go to song-writing club with me? It's on Wednesdays at Fresh Sounds Music School. It starts at 6.30 p.m. and it costs £3.

I hope you can come.

Lisa

6 Does Lisa give this information in her email? Write *Y* for *yes* or *N* for *no*.

A cost .....
B telephone number .....
C time .....
D day .....
E date .....
F name of teacher .....
G place .....

7 How does Lisa start and finish her email?

8 Look at the email. Milly has all the correct information, but what is wrong with her email?

hi zack

do you want to go to camera club with me it's every tuesday in the park it starts at 4.30 p.m. and it finishes at 6 p.m. you bring your own camera

what do you think

milly

9 Read the language box. Put the correct punctuation in the email in Ex 8.

explore **language**

punctuation

Use a capital letter at the start of a sentence and for days of the week, months and names.

Use a full stop at the end of a sentence and question mark at the end of a question.

Write on

10 Think of a club you want to go to. Complete the table with information about your club.

type of club	
day	
time	
place	
cost	
any other important information	

11 e Write an email to your friend. In the email, invite your friend to your club. Write 25 words or more. Use the exam tip to help you.

skill tip: **invitations**

Remember to write:

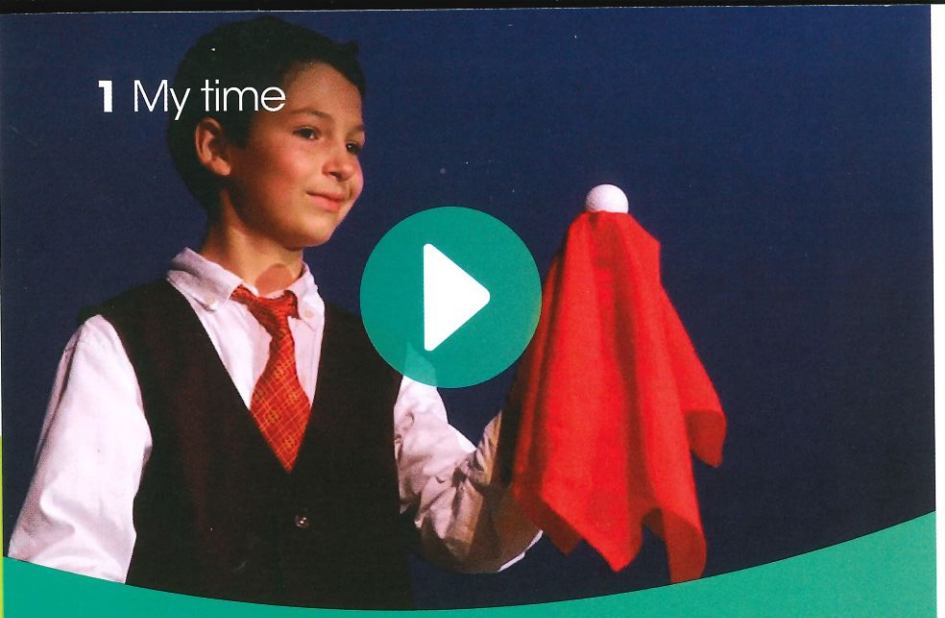
- what the invitation is for.
- the time, day and place.

Improve it

12 Read your email again. Check that:

- it says what the invitation is for.
- it says the day, time and place.
- your spelling and punctuation are correct.

'In my spare time' means the same as 'in my free time'.



SWITCH ON

Magic camp

1 **Work in pairs. Which of these activities can you do?**

- ride a horse
- do card tricks
- ride a bike
- play a musical instrument
- ice skate
- play chess

2 **Watch the clip. Name three things at magic camp that help the students get better at magic.**

3 **Watch again and answer the questions.**

1 How often do the students have classes?
2 Who has a private class with a celebrity magician?
3 What happens on the final day at magic camp?

4 **Work in pairs. Would you like to spend a week at magic camp? Why/Why not? If you were at magic camp, what trick would you like to learn?**

Project

5 **Work in small groups. You are going to either:**

A research and learn a card trick.
B research a famous trick or magician.

- If you are learning a trick, you will need to practise at home.
- If you are researching a famous person or trick, make notes and create a presentation.
- You can use books or the internet to help you.

6 **Present your research to the class, or perform your trick!**

INDEPENDENT LEARNING

Thinking about your learning

1 **Work in groups and make a list of:**

- things you enjoyed learning about in this unit
- things you would like to practise more
- things you would like to learn about

2 **Answer the questions about how you learn.**

1 Do you prefer to work on your own, in pairs or in small groups?
2 What are the good and bad things about working in pairs?
3 What do you do when you don't understand something in class?
4 How do you remember new words?
5 What do you do when your teacher gives you back your homework? E.g. put it in your bag, read it, make notes about your mistakes.
6 Do you like to listen to instructions or read instructions?
7 Do you like talking in front of the class?
8 Do you enjoy working at your desk or getting up and doing activities away from your desk?
9 Do you like using computers to learn?

3 **Think about your answers to Ex 2. How do you like to learn? Work in pairs and share your answers giving reasons. Use the questions in Ex 2 to help you.**

4 **How can you improve the way you learn? Write one way you can improve.**

Be more relaxed!

Ask when I don't understand.

UNIT CHECK

Wordlist

Free time

art (*n*)
ballet (*n*)
bake (*v*)
baking (*n*)
camp (*v*)
camping (*n*)
catch (*v*)
club (*n*)
dance (*v*)
dancing (*n*)
draw (*v*)
drawing (*n*)
fish (*v*)
fishing (*n*)
hobby (*n*)
musical instrument (*n*)
paint (*v*)
painting (*n*)
read (*v*)
reading (*n*)
sing (*v*)
singing (*n*)

Collocations

care about sth
collect comics
cook dinner
earn money
fly a kite
go shopping
go swimming
go to bed
go to the cinema
listen to music
listen to the radio
play cards
play football
play the piano
play video games
spend time
take photos
watch a film/TV
watch cartoons
watch YouTube videos
win cash

Other

amazing (*adj*)
animation film (*n*)
artist (*n*)
bat (*n*)
beach (*n*)
beautiful (*adj*)
beginner (*n*)
belong (*v*)
birthday cake (*n*)
brilliant (*adj*)
café (*n*)
camera (*n*)
career (*n*)
competition (*n*)
cool (*adj*)
gamer (*n*)
holiday (*n*)
invitation (*n*)
kite (*n*)
money (*n*)
photograph (*n*)
pop (*n*)
practise (*v*)
prize (*n*)
rock (*n*)
tent (*n*)
table tennis (*n*)
ugly (*adj*)
win (*v*)

Practice

1 Find the following in the wordlist.

1 two verbs that have a silent *-t*
2 five words that have the *sh* sound (as in *she*)
3 a verb that has the *ee* sound (as in *see*)

2 Complete the sentences with words or phrases from the wordlist.

1 Adam loves ..... . He's got lots of books.
2 I ..... the guitar in a band at school.
3 I always ..... a cake for my friend's birthday.
4 We usually..... to the cinema on Friday night.
5 My little brother loves ..... , even when he doesn't catch anything!
6 Charlotte enjoys ..... . She always has a pencil and paper with her.

3 Choose the correct words to complete the sentences.

1 My brother **collects** / **plays** football every Sunday.
2 Elle loves to **listen** / **reading** to music in her free time.
3 Our teacher is great. She always **makes** / **does** us laugh.
4 Ben's project won the science **competition** / **invitation**.
5 My favourite hobby is **baking** / **singing**. I love to make cakes.
6 My sister's hobby is **reading** / **camping**. She loves being outdoors.

4 1.8 Listen and write the missing word.

1 My brother loves ..... . His pictures are always full of different colours.
2 We always listen to the ..... in Dad's car. It's so boring! I prefer my own music.
3 We often go ..... for our holiday. We have a really big tent.
4 I have an ..... for Sarah's party next week. I can't wait!
5 My cousin ..... comics. He's got over 200 comics now.
6 I don't think the dog is ..... . It's beautiful!

5 1.9 Listen and check your answers.

UNIT CHECK

Review

1 **Complete the sentences with the present simple form of the verbs in brackets.**

1 My brother ..... (not like) baking.
2 Joshua ..... (have) lots of different musical instruments.
3 I ..... (not read) comics, but I enjoy reading books.
4 Rosa ..... (go) to dance lessons.
5 Maisy and Ella ..... (not enjoy) drawing.
6 Ben ..... (make) fantastic food. He's really good at cooking.

2 **Complete the questions with the present simple form of the verbs in brackets.**

1 ..... you ..... (have) a hobby?
2 ..... your mum ..... (play) video games?
3 ..... you and your friends ..... (like) dancing?
4 ..... you often ..... (go) to the cinema with your family?
5 ..... your dad ..... (read) books in his free time?
6 ..... you usually ..... (see) your friends on Sundays?

3 **Match the answers (A–F) with the questions in Ex 2 (1–6).**

A Yes, he does.
B No, I usually go with my friends.
C Yes, I like fishing.
D No, I usually spend the day with my family.
E Yes, we do.
F No, she never plays on the computer.

4 1.10 **Listen to Amy talking about an activity camp. Complete the text.**

Every summer I go to Berkley Activity Camp with my brother and sister. It [1] ..... a brilliant place! There are so [2] ..... different activities to do. My hobby is singing and my sister [3] ..... dancing. Every morning we go to singing and dancing lessons. My brother [4] ..... to guitar lessons. In the lessons, they play the guitar and [5] ..... songs. In the afternoons there [6] ..... cooking lessons or art lessons. I [7] ..... art, but I enjoy cooking. We don't have [8] ..... free time in the evenings. [9] ..... we play video games or watch a film. I [10] ..... chat with friends and listen to music.

5 **Complete the sentences with *much* or *many*.**

1 Liam loves the guitar, but he doesn't have ..... time to practise.
2 Do they have ..... hobbies?
3 How ..... free time do you have every week?
4 They don't have ..... music on their laptop.
5 Do you know how ..... people go to camera club?
6 I love shopping, but I don't have ..... money.
7 Does Lilly have ..... DVDs at home?
8 Anna and Mario didn't have ..... fun at the dance class.

6 **Put the words in the correct order to make sentences.**

1 meet / usually / at the weekend / I / my friends
.....
2 are / lots of fun / always / Summer holidays
.....
3 are / relaxing / Saturday mornings / usually
.....
4 never / reads / my sister / comics
.....
5 don't often / to the cinema / we / go
.....
6 listens to music / Daniel / often / in the evening
.....

7 **Write a paragraph about the activities you and your friends enjoy and don't enjoy. Write 25 words or more.**

“I’m always on my **phone**.”

Look at the photo and answer the questions.

1 What technology is important to you?
2 Why is it important?

2 Are you online?

READING
topic: learning to vlog
skill: understanding the gist of a simple text with visual support
task: open cloze

GRAMMAR
talking about now
present simple and present continuous

VOCABULARY
technology words
technology collocations

LISTENING
topic: technology
skill: extracting factual information from simple speech
task: multiple choice (pictures)

SPEAKING
topic: a school technology day
skill: describing a photo using prepositions of place
task: describe photos

WRITING
topic: apps
skill: writing short descriptive paragraphs using simple connectors
task: a paragraph

SWITCH ON ▶
video: toddler tech
project: interactive app

READING

Power up

1 Work in pairs. Ask and answer the questions.

1 How much time do you spend on your phone every day?
2 How much time do you spend on your computer every day?

Read on

2 Choose the correct answer (A, B or C).

A vlogger is a person who:

A records a video diary and puts it on the internet.
B spends a lot of time sending texts.
C loves playing video games.

3 Read the article. What is Tubers UK? What can you do there?

4 Read the article again and answer the questions.

1 Is the club only for teenagers?
2 How many Tubers UK clubs are there?
3 What does Becky learn from a vlog?
4 Where can you find Piero's football video?
5 Why would Amelie like to join a club?

5 e Read the exam tip and the email below. Write the correct answer in each gap. Write one word for each gap.

exam tip: open cloze

Look at the gaps and decide what kind of word you need (verb, adjective, pronoun, preposition, etc.).

To: **Max** From: **Jessica**

To Max

Thank you for sending me the article about Tubers UK. It looks really good. We don't have any clubs like that [1]..... I live. I think it's a great idea. I love watching vlogs. The name of my favourite vlog [2]..... *Cooking with Carlos*. I love watching his videos. Carlos is [3]..... Colombia. He's the same age as me and he goes [4]..... high school in Bogotá. He always cooks different kinds of dishes. I watch his vlog every week. My friends like him too. We sometimes try and cook some of his dishes, but we're [5]..... very good yet!

See [6]..... soon,

Jessica

Sum up

6 What does the article tell you about Tubers UK? Name three facts.

Speak up

7 Would you like to go to a club like Tubers UK? Would you like to be a vlogger? Why/Why not?

YouTube receives more than 45,000,000 hits every day!

HOW DO YOU BECOME A **VLOGGER**?

NOW YOU CAN LEARN **HOW!**

A REPORT BY **JOSEPH FLINT**

It's 10 a.m. on Saturday morning. What are you doing? Maybe you're messaging your friends, downloading music or even still sleeping in bed! But one group of teenagers isn't doing any of those things. They're busy in a studio in Exeter. They're making a video and trying different webcams. These students are members of Tubers UK. Tubers UK is a weekly club for 7–18-year-olds in the city of Exeter. So what are they learning at Tubers UK? They're learning to make YouTube-style videos and create their own vlog. At the moment Tubers UK are teaching teenagers only in Exeter, but they hope to open lots more clubs in other parts of the country soon.

So, what do our readers think of this idea?

BECKY, 15: I love the idea of Tubers UK! I always follow vloggers online. My favourite vlogger is called Mazz. She gives great fashion advice. I'd really like to learn how to create my own vlog.

PIERO, 16: Sounds cool! We don't have Tubers UK in my town, but we're doing something similar at my school. My teacher's doing a media project with us: we're filming a video about our football team. We're doing it for our school website.

AMELIE, 15: I like the idea! It's fun to learn with other people. My sister's studying computer science at university. She's teaching me how to make my own vlog about my animals. My sister's not a bad teacher, but I really like the idea of a club.

GRAMMAR

1 Read the grammar box and match the sentences (1–5) with the rules (A or B).

1 I can't talk. I'm eating a sandwich.
2 We're making a video diary for school this month.
3 Mr Lee is teaching us because Mrs Birch is ill.
4 You're not listening to me!
5 Ssh! They're sleeping. Don't wake them up.

explore **grammar**

➥ p130

talking about now

present continuous (*be* + *-ing* verb) for:

A something happening now.

+ They**'re making** a video and trying different webcams.
– One group of teenagers **isn't doing** any of those things.
? What **are** you **doing**?

B temporary situations.

+ At the moment, Tubers UK **are teaching** teenagers only in Exeter.
– My sister**'s studying** computer science at university.
? So what **are** they **learning** at Tubers UK?

Remember the spelling changes!

get – get**ting** take – tak**ing**

2 2.1 Listen. What problem is the girl talking about?

3 2.2 Listen again and complete the sentences.

1 I ..... (look for) Ella.
2 She ..... (talk) to her friend on her phone.
3 We ..... (do) a project together for school.
4 I ..... (not do) anything important right now.
5 I ..... only ..... (play) a video game.
6 I ..... (try) to find this information on a website.
7 My phone ..... (not work).

4 **e** Complete the text message. Write one word for each gap.

Hey! I .....am..... texting you from DigiFest – a festival of internet celebrities. It's awesome! We're [1]..... a great time. At the moment we [2]..... waiting to meet my favourite YouTuber, Joe Sugg. I'm looking for him now – he's so cool! He [3]..... talking to some girls and then we're next! I'm [4]..... lots of photos to show you. [5]..... you enjoying your weekend? What are you doing right now? It's a pity you're not here – you [6]..... missing a great day. 😢 Speak later! Tom 🤗

Speak up

5 Are you following any vloggers at the moment? Who are they and why are they famous?

game on

Work in pairs. Choose one of these activities and draw it. Your partner guesses what you are drawing.

drink eat laugh paint read run sleep study swim

VOCABULARY

technology

1 Match these words with the things (A–I) in the picture. Which thing is not in the picture?

digital camera headphones keyboard laptop mobile phone mouse printer screen speakers webcam

2 2.3 Listen and check your answers.

3 Match 1–6 with A–F to make phrases.

1 go	**A** an email
2 send	**B** online
3 click	**C** music/films
4 message	**D** a website
5 stream	**E** a friend
6 visit	**F** on a link

4 Choose the correct words to complete the quiz questions.

What are your **online habits**?

1. What time of the day do you usually go **online** / **screen**?
2. Which **speakers** / **apps** have you downloaded?
3. What kind of music do you usually **click** / **stream** online?
4. Do you ever use a **digital camera** / **keyboard** or do you always take photos on your phone? Why/ Why not?
5. Do you ever use a **webcam** / **printer** when you chat online with friends or family?
6. Do you ever use **headphones** / **a mouse** to listen to music online? When and why?

5 Work in pairs. Ask and answer the quiz questions in Ex 4.

6 2.4 Listen to four voice messages and write down the information.

1. school telephone number: .....
2. email address: .....
3. website: .....
4. home telephone number: .....

explore **language**

Look at how we say email addresses, websites and mobile numbers.

mark26@myweblink.com → 'mark twenty six at my web link dot com'

www.english.com → 'w w w dot english dot com'

Remember: we say 'oh' or 'zero' for the number 0.

0793 538 2045 → 'oh seven nine three, five three eight, two oh four five'

7 Read the language box. Write down an email address, website and telephone number you know. Then work in pairs. Take turns to read out your information for your partner to write down.

Speak up

8 How often do you communicate with your friends and family?

- on the phone
- by text
- by email
- on social media
- face to face

'Techie' is an informal word for someone who knows a lot about technology.

LISTENING

Power up

1 Do you think studying online is easy or difficult? Why?

2 Which of these things is easiest to learn online? Put them in order from easy to difficult (1–5).

cooking football languages painting piano

Listen up

exam tip: multiple choice (pictures)

Always look at the pictures before you listen. This will help you listen for the correct information.

3 e 2.5 Read the exam tip. Listen to five conversations and choose the correct picture (A, B or C).

1 What time does Emma's online guitar lesson finish today?

A
B
C

2 Which woman is Jack's technology teacher?

A
B
C

3 How many robots are in the exhibition?

A
B
C

4 What is the prize for the online competition?

A
B
C

5 What is Zack's school project about?

A
B
C

4 2.6 Listen again and answer the questions.

1. Why is Emma having a long lesson today?
2. What does Miss Evans do when she sees Jack?
3. Where is the robot exhibition?
4. What kind of website is Rose looking at?
5. Who's doing a project on trains?

explore grammar ➥ p130

present simple and present continuous

A Use the present simple for a regular activity.

Her lesson usually **finishes** at five thirty.

B Use the present continuous for now, today, around this time or for temporary situations.

Today her lesson**'s finishing** at six.

5 Read the grammar box. Complete the sentences with the present simple or present continuous form of the verbs.

1. Tom usually ..... (stream) music in the evenings, but today he ..... (study) for an exam.
2. Louisa normally ..... (do) a daily vlog, but her webcam ..... (not work) today.
3. They ..... (cycle) to school this week, but they usually ..... (walk).
4. I normally ..... (love) art club, but I ..... (not enjoy) it today.

Speak up

6 How often do you use the internet for your studies? Are you doing any online projects or homework for school at the moment? What are they about?

SPEAKING

Power up

1 Do you take photos when you go out with your friends? Why?

2 Do you think it's OK to take photos in these places? Why/Why not?

- at school
- at a wedding
- in a restaurant
- in a museum
- at a party
- in a cinema
- in a library
- at the doctor's

Speak up

3 2.7 Sarah is talking about a photo on her mobile phone. Listen and complete the text with these words and phrases.

behind between in front of
next to opposite

This is a picture of me and my friends at school. I'm the girl with dark hair. I'm looking at the camera. My friend Tom is taking the picture. He's standing [1]..... me. We're having a technology day. We're making a robot arm. You can see it in the photo. It's on the table [2]..... me. I'm sitting [3]..... Isaac and Chloe. Isaac's the boy with red hair and Chloe has long blonde hair. My best friend Emily is sitting [4]..... Chloe. Emily's wearing a blue jumper. Our teacher is sitting [5]..... me. She's wearing a T-shirt with flowers.

explore **language**

saying where things are

I'm **next to** Rob.
She's **behind** the table.
He's standing **in front of** me.
I'm sitting **between** Tom and Kathy.
My friends are sitting **opposite** me.

skill tip:

Before you begin, use these ideas to help you think of something to say.

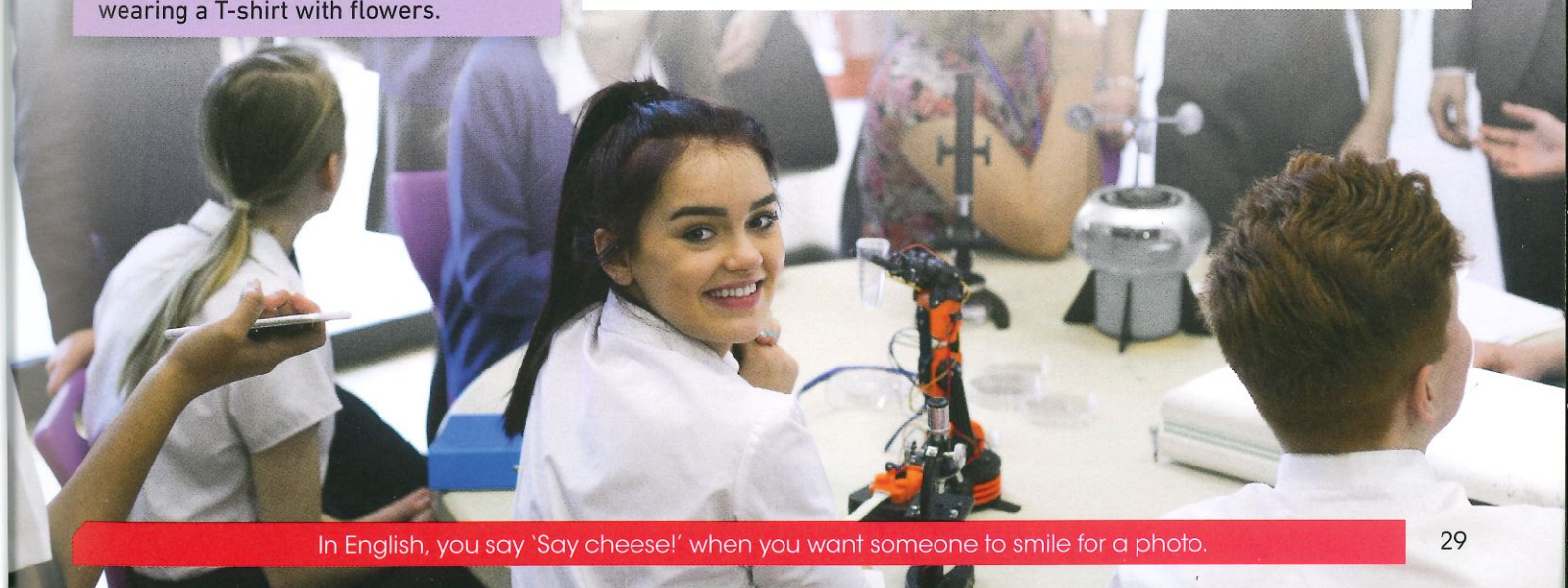
- Where are they?
- What are they doing?
- Who and what can you see?
- Are they having fun?

4 Read the language box and skill tip. Work with a partner. Take turns to say what is happening in the photos (A–B) below.

Speaking extra

5 Work in pairs. Take turns to describe something in the classroom. Use prepositions of place. Your partner guesses what the object is.

A: It's behind the teacher, next to the door.
B: Is it the clock?
A: Yes!



In English, you say 'Say cheese!' when you want someone to smile for a photo.

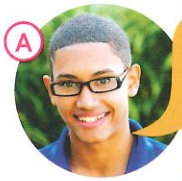
WRITING

Power up

1 Do you or your family use any apps? What are they and what do you use them for? Work in pairs and compare your ideas.

2 Match the comments (A–G) with these types of apps. There is one extra app you do not need to use.

game maps messaging music social media
sports news translator weather



A I get lost all the time! This app helps me a lot. I just type in the address and follow the directions.

B This is a really useful app for me. My hobby is skiing. It's dangerous to ski in snow storms. This app gives me the information I need to stay safe.

C My grandma is Polish. I don't speak Polish very well. This app helps me when I don't know the Polish word for something.

D I love it! I use it all the time. It's a great way to share music with your friends.

E I use it a lot at the weekends when my team is playing. You also get lots of extra information about the players and matches.

F I use it every day! I love chatting to my friends and sending texts.

G I like to play when I'm waiting for the bus. It's cool when you can play against people from other countries.

3 Read about Isobel's favourite apps and answer the questions.

1 What kind of apps does Isobel like?
2 Why does she like the app Spotify®?
3 When does she use Shazam?

I love music apps! I use Spotify all the time. You can listen to all kinds of music anytime **and** anywhere. I also like these apps **because** I can use them to share music with my friends. We make our own playlists with all our favourite songs. My mum sometimes shares music with me on Spotify, **but** I don't really like her music! Another music app I like is Shazam. This app tells you the name of the song and the singer you're listening to. I love it **because** I often hear songs in cafés or in adverts that I don't know. With Shazam I can find the song online **and** listen to it again.

explore **language**

You can make longer sentences with *and*, *but* and *because*.

I like sending messages **and** chatting to my friends.

I don't phone my friends during lessons, **but** I phone them a lot after school.

I love my app **because** I like sharing photos with my friends.

4 Read the language box. Look at the words in bold in the text in Ex 3. Complete the explanations with *and*, *but* or *because*.

We use:

1 ..... to give a reason for something.

2 ..... to add extra information.

3 ..... to add contrasting information.

5 Choose the correct words to complete the text about Charlie's favourite app.

My favourite app is a translator app. It's not a fun app, [1]**because / but** it's really useful! I'm living in Turkey at the moment [2]**and / because of** my dad's job. I can't speak Turkish very well, [3]**but / because** I'm having lessons. This translator app helps me a lot. At cafés [4]**and / but** shops I can check words I don't know. I have some Turkish friends here. They speak English, [5]**because / but** they sometimes don't know words. They use the translator app to find the English word for things. Sometimes the app makes mistakes. We really laugh at the mistakes. My translator app is brilliant [6]**but / and** it's my best friend in Turkey!

Plan on

6 Read the advert from a teen magazine and answer the questions below.

WHAT APPS MAKE YOU HAPPY?

We're making a list of popular apps for our online magazine. Tell us about your favourite app. There are prizes for lucky winners!

1. What's the name of your favourite app?
2. What does it do?
3. Why do you like it?
4. Is there anything you don't like about it?

Write on

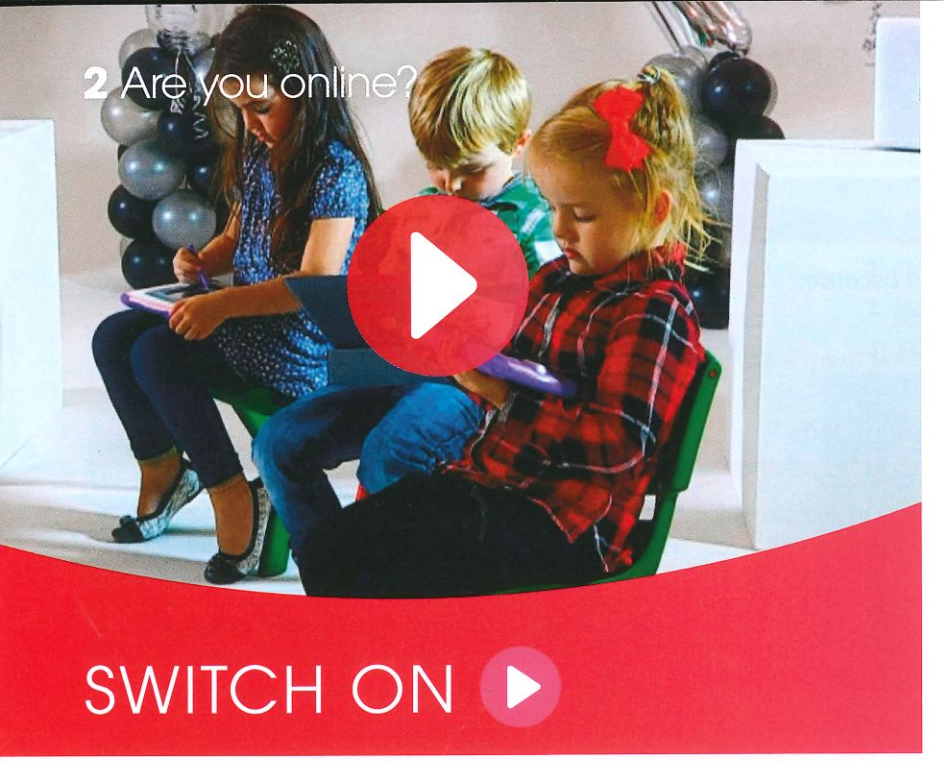
7 **e** Write a paragraph about an app you like for the magazine. Use your answers from Ex 6 and the language box to help you. Write 25 words or more.

Improve it

8 Read your paragraph again. Check that:

- it has long sentences with *and*, *but* and *because*.
- it has all the important information (e.g. the name of the app, what it does).
- the punctuation is correct.

9 Read your paragraph again. Correct any spelling mistakes.



SWITCH ON

Toddler tech

1 Work in pairs. What do you use a mobile phone or tablet for?

2 Watch the clip. Do the children prefer toys or technology?

3 Watch again and answer the questions.

1. How did the children behave when playing with the toys? Was their behaviour different when they played with the technology?
2. How old were the teenagers when they first started using smartphones and tablets?
3. Why do the teenagers worry about younger children using technology?

4 Work in pairs. Are you surprised about the results of the experiment? Why/Why not?

Project

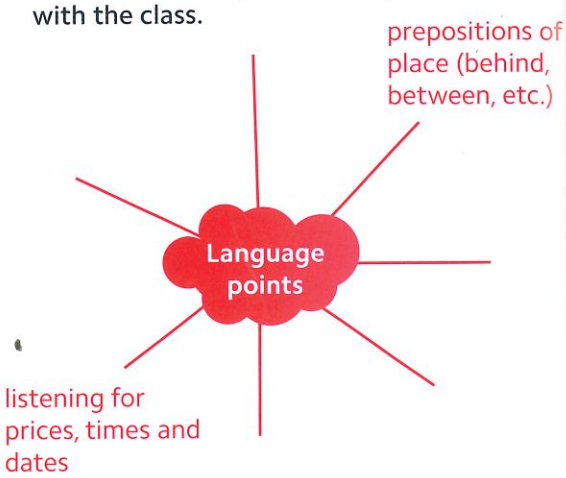
5 Work in groups. You are going to create a smartphone app for tourists visiting places in your town or city. You will need to:

- think about different places that might be interesting to someone visiting your town;
- research more information about these places. You can use books or the internet to help you;
- find images or videos online or visit these places and take your own;
- think about how your app will work. Create a name and logo for your app;
- create a presentation using your videos and photos and the information you have found;
- present your app to the class.

INDEPENDENT LEARNING

Language and skills

1 Write five new language points from Unit 2 on the diagram. Share your ideas with the class.

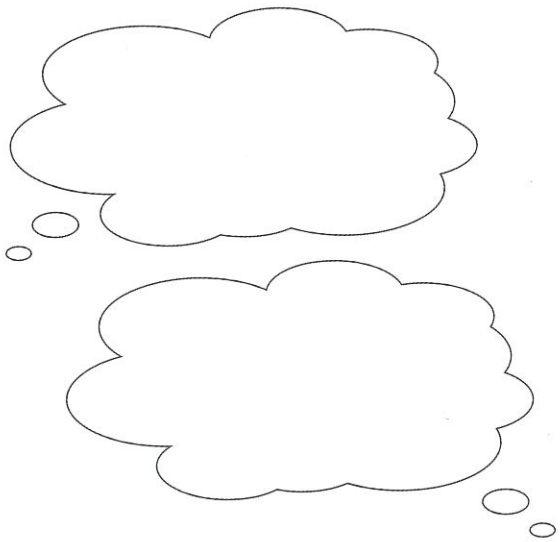


2 Look at the lessons in this unit. Which types of activities were easy for you? Which were difficult? Why?

3 Which skills do you need to practise more? Identify two.

- Reading ☐
- Writing ☐
- Speaking ☐
- Listening ☐

4 Work in pairs. Think about different ways you can practise two of the skills from Ex 3.



UNIT CHECK

Wordlist

Activities
drink (*v*)
eat (*v*)
laugh (*v*)
run (*v*)
sleep (*v*)
study (*v*)
swim (*v*)
text (*v*)

Technology
computer science (*n*)
digital camera (*n*)
game app (*n*)
headphones (*n*)
keyboard (*n*)
laptop (*n*)
maps app (*n*)
messaging app (*n*)
mobile phone (*n*)
mouse (*n*)
music app (*n*)
playlist (*n*)
printer (*n*)
screen (*n*)
social media app (*n*)
speakers (*n*)
sports news app (*n*)
tablet (*n*)
translator app (*n*)
video diary (*n*)
weather app (*n*)
webcam (*n*)

Collocations
click on a link
download music/apps
get lost
go online
have free WiFi
message a friend
put sth on the internet
play against sb
send an email/a text
stream music/films
visit a website

Places
cinema (*n*)
exhibition (*n*)
library (*n*)
museum (*n*)
party (*n*)
restaurant (*n*)
the doctor's (*n*)
wedding (*n*)

Prepositions of place
behind
between
in front of
next to
opposite

Other
advert (*n*)
advice (*n*)
dangerous (*adj*)
app (*n*)
fashion (*n*)
match (*n*)
media (*n*)
piano (*n*)
player (*n*)
prize (*n*)
robot (*n*)
snow storm (*n*)
social media (*n*)
space (*n*)
vlog (*n*)
vlogger (*n*)

Practice

1 Find the following in the wordlist.

1 the thing you use to type words on a computer
2 the thing you use to make copies of your work
3 the things you put on your ears to listen to music
4 the part of a computer where you can see images
5 a video camera that you find on a computer

2 Match 1–5 with A–E to make sentences.

1 You can click
2 I always download
3 Emma likes this café because it has
4 They often spend the evening streaming
5 Millions of people visit

A music. I never buy CDs.
B films in their bedroom.
C this website every day. It's very popular.
D free WiFi for its customers.
E on this link to get more information.

3 Complete the sentences with words and phrases from the wordlist.

1 I often ..... to my TV.
2 My sister's making a ..... and trying different webcams.
3 My cousin and I ..... every day using social media.
4 My dad checks the football scores on the ..... on his phone.
5 I use my ..... to search for words in different languages.

4 2.8 Listen and complete the sentences. Write one word for each gap.

1 Do you like my new ..... camera? It takes great photos!
2 I can't see Marley. He's standing ..... a tree.
3 I'm sitting ..... my two best friends. Liam's on my right and Ella's on my left.
4 Daniel loves his new music ..... . He can share music with his friends.
5 Sara is a ..... . She posts online every week about the films she watches.

UNIT CHECK

Review

1 Write the *-ing* form of the verbs.

1 make
2 sit
3 write
4 chat
5 have
6 take
7 give
8 use

2 Put the words in the correct order to make sentences.

1 chatting / online / Harry / to his grandpa / is
2 are / their school work / the children / on the computer / doing
3 at the moment / I / not / the laptop / 'm / using
4 are / their own website / making / Oliver and Joshua
5 starting / 's / a weekly vlog / she / about dance
6 're / you / on the correct link / clicking / not

3 Complete the questions with the present continuous form of the verbs in brackets.

1 ..... you ..... (use) this computer?
2 ..... Mr Smith ..... (teach) you technology?
3 Which website ..... they ..... (look) at?
4 ..... she ..... (talk) on her phone?
5 Who ..... you ..... (send) an email to?
6 What ..... he ..... (do) on his laptop?

4 Choose the correct words to complete the sentences.

1 I **'m always taking** / **always take** my digital camera on holiday.
2 Mark can't hear you. He **'s wearing** / **wears** his headphones.
3 I **'m using** / **use** my sister's tablet today because I don't have one.
4 We **'re having** / **have** a computer class every Tuesday morning.
5 That's my mum over there. She **'s speaking** / **speaks** on her phone.
6 Thousands of people **are visiting** / **visit** this website every day.

5 2.9 Listen and complete the conversation with the verbs you hear.

Emilia: Hi, Noah. What [1] ..... you ..... ?
Noah: Hi, Emilia. I [2] ..... at some digital cameras on the internet.
Emilia: Oh, [3] ..... you ..... of buying one?
Noah: Yes, but they're very expensive.
Emilia: Why don't you take photos with your mobile? [4] ..... it ..... ?
Noah: Yes, it's working, but it [5] ..... very good photos. I [6] ..... to a camera club every Wednesday after school now and I want a good camera.
Emilia: Oh I see. Well, that one [7] ..... good. Why don't you click on it?

6 Complete the email. Write one word for each gap.

To: **Claire** From: **Dan**

Hi, Claire

I love my tablet. I use [1] ..... all the time. I [2] ..... writing this on my tablet. At the moment we [3] ..... doing a school project on space. I use my tablet to get lots of information from [4] ..... internet. I often sit on my bed and read stuff [5] ..... websites about space. My mum usually thinks I'm [6] ..... games on my tablet, but that's [7] ..... true. I don't really like video games. My brother does. He [8] ..... probably playing on his tablet right now!

Bye,
Dan

7 Write a paragraph describing what you and other members of your family are doing at the moment.

“Can I ask a **question**?”

Look at the photo and answer the questions.

1. Do you usually ask questions in class? Why/Why not?
2. In which classes (e.g. history, maths) do you ask the most questions?
3. What things do you learn outside the classroom?

3

The right answer

READING
topic: music and studying
skill: finding specific information
task: multiple choice; open cloze

GRAMMAR
past simple regular and irregular verbs
past simple questions and short answers

VOCABULARY
school and education
school words; places in school; school collocations

LISTENING
topic: schools around the world
skill: listening for specific information
task: multiple choice

SPEAKING
topic: first day at school
skill: asking and answering questions about the past
task: talk about the first day at school

WRITING
topic: a different school day
skill: ordering events
task: a description

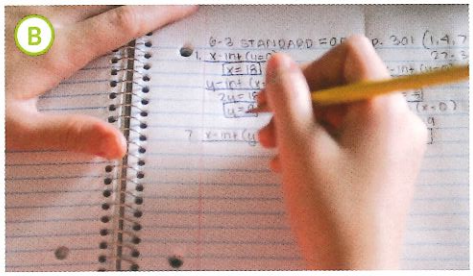
SWITCH ON
video: life at Gordonstoun
project: community project proposal

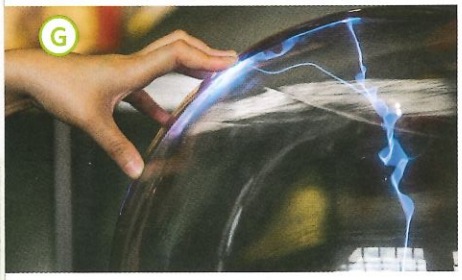
READING

Power up

1 Match these school subjects with the photos (A–H).

art biology chemistry history geography maths physics P.E.





2 Do you listen to music when you're studying? Why/Why not?

Read on

3 Read the article. Match the headings (1–4) with the paragraphs (A–C). There is one extra heading.

1 Technology helps students to learn
2 Students can choose the right songs
3 A son's problem
4 The right words and the right music

exam tip: multiple choice

Underline the key words in the questions and look for something similar in the text. Then choose the correct option, A, B or C.

4 e Read the exam tip. Read the article again. Choose the correct answer (A, B or C).

1 What was difficult for Paris?
   A doing two things at the same time
   B remembering information for various subjects
   C finding time to relax
2 What gave George an idea?
   A a hip hop song
   B a notebook
   C a physics book
3 Paris was surprised because
   A he really liked his dad's music.
   B he started to enjoy physics.
   C he wanted to sing.
4 Why did teachers like George's songs?
   A They were fun to write.
   B They could use them in class.
   C They could help students to study.
5 George's app can help students to
   A do homework at a desk.
   B study in different places.
   C enjoy music.

5 e Complete the comment by a student who uses George's app. Write one word for each gap.

I love this study app. I can listen to the songs when I go to the park. There [1]..... songs for all of my subjects. The words help [2]..... to remember information for my exams. I've got lots [3]..... exams this year so the app [4]..... perfect for me. My friend doesn't use it [5]..... she can study at her desk for hours. I try to study in my bedroom, [6]..... it's difficult for me.

When we say that something is 'a walk in the park', we mean it's very easy.

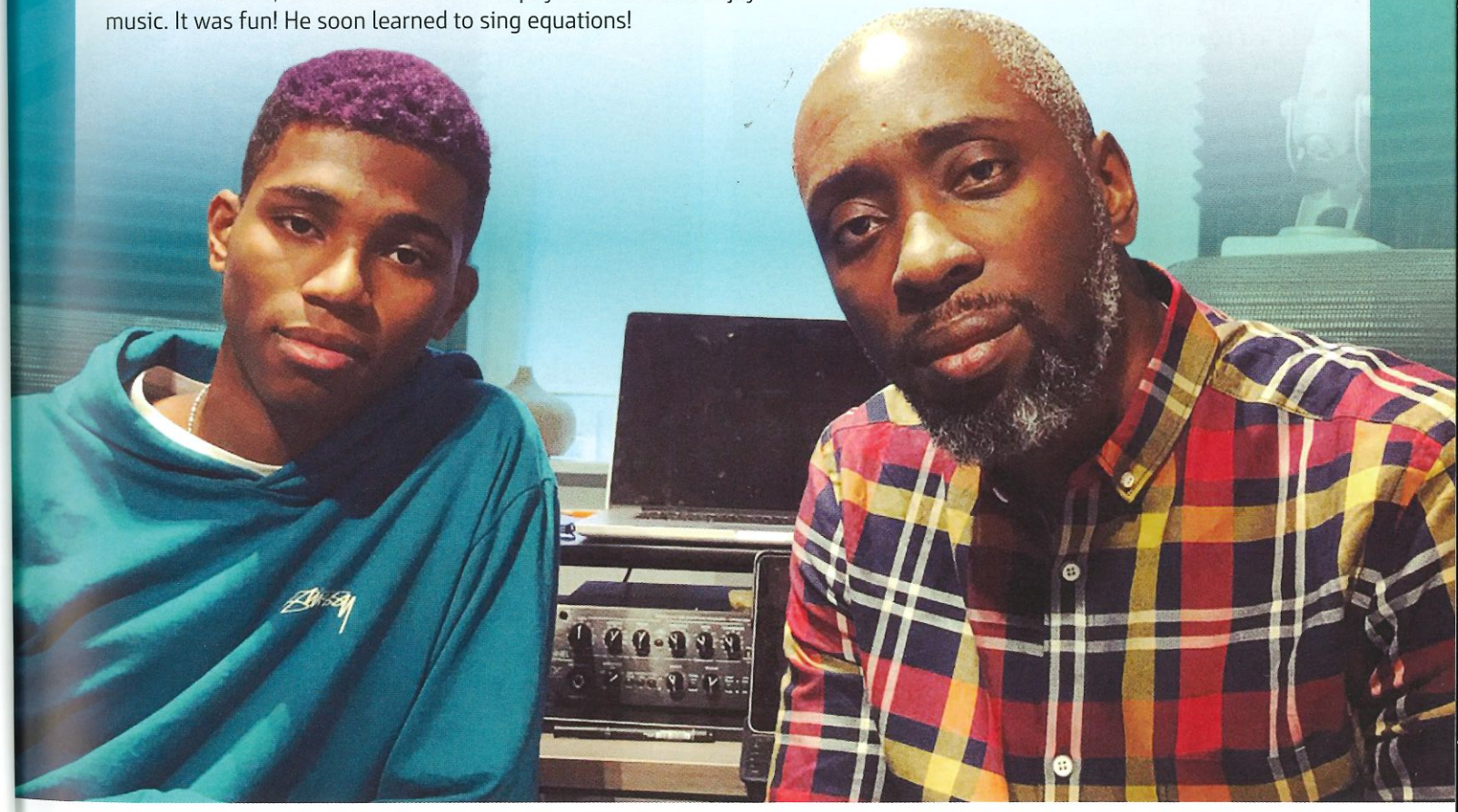
Turn on the music and study!

When Paris Hammond-Hagan listens to music and studies, his dad, George, is very happy.

A Paris wanted to do well in his exams. Every evening he sat at his desk for forty-five minutes to an hour and tried to study. He also listened to music. It helped him relax, but it didn't help him learn. With lots of different subjects, he soon forgot facts and he got bored. It wasn't easy for him. His dad, George, saw the problem and wanted to help.

B George writes hip hop songs. One day he borrowed Paris's physics book and he had an idea. He could put music with the exam notes from that book. First, he found the right music, then he added the words. A few days later, George played the music to Paris. Paris was surprised, but he loved it. With his dad's music and words, he could remember his physics notes and enjoy music. It was fun! He soon learned to sing equations!

C George wanted to make songs for other subjects, but he didn't know anything about them. He spoke to the teachers at Paris's school. They thought his songs were useful for students and gave him ideas for other subjects. George wrote songs for learning maths and English. He then made a study app for all subjects. George knew how difficult it was for some students to sit at a desk and study. Now, with his app, students can study (and listen to music) anywhere.



Sum up

6 Work in pairs. Close your books. What is good about George's study app? Give two ideas. Can apps help you improve your English? Why/Why not?

Speak up

7 Work in pairs. Ask and answer the questions. Then compare your ideas with the rest of the class.

1 What helps you to study? Why?
2 What makes it difficult to study sometimes?

GRAMMAR

1 **Read the grammar box below. Match the example sentences (1–6) with the rules (A–C).**

1 He found his homework under the bed.
2 They were happy at school.
3 She didn't like the app.
4 Max studied every day.
5 The book wasn't useful.
6 We didn't see our maths teacher.

explore **grammar**

➥ p132

past simple

Use the past simple to talk about something that started and finished in the past.

A The past simple of *be* is *was/were*.

+ It **was** fun.
– It **wasn't** easy for him.

B Add *-ed* to form the regular past simple. Be careful of spelling changes (*study – stud**ied**, travel – trave**lled***).

+ A few days later, George **played** the music to Paris.

For the negative past simple, use *didn't* + infinitive form of the main verb.

– He **didn't stop** there.

C Irregular verbs do not use *-ed*.

He then **made** a study app
He **spoke** to the teachers.
She **did** her homework.

2 **Complete the conversation with the past simple form of the verbs in brackets.**

Jake: Hi, Emily. I [1] ..... (not see) you at school this morning.
Emily: Oh hi, Jake. I [2] ..... (arrive) after lunch.
Jake: Are you OK?
Emily: Oh yes, I [3] ..... (be) at the dentist.
Jake: We [4] ..... (have) a great history class. We [5] ..... (make) a video.
Emily: Oh, I [6] ..... (not hear) about that.
Jake: Yes, the teacher [7] ..... (give) us some information and then we [8] ..... (write) a story.
Emily: That's cool!
Jake: We [9] ..... (watch) other videos to get ideas.
Emily: Brilliant! Does your video have any music?
Jake: Yes, I [10] ..... (find) a great song.

3 **Complete the sentences with the past simple form of these verbs.**

be ~~become~~ call eat have like not be not sit wear

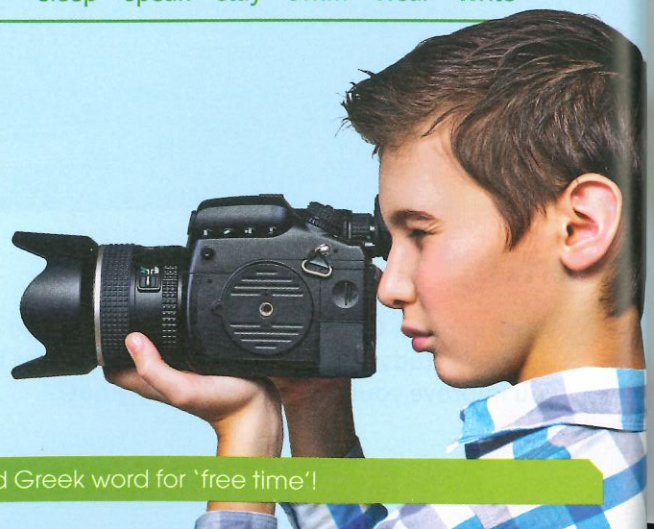
I didn't learn THAT in my history class!

- Louis XIV of France ....became.... king at the age of four. People [1] ..... him the Sun King. He [2] ..... very tall, so he [3] ..... shoes with high heels and big wigs on his head.
- The Romans often [4] ..... with their hands. They [5] ..... at tables. They [6] ..... to lie down on big sofas.
- The *Titanic* ship [7] ..... the same size as three football pitches. It [8] ..... a gym, two libraries and two hairdressers'.

Speak up

4 **Work in pairs. Tell your partner three things you did/didn't do yesterday. Two things are true and one is false. Your partner guesses which one is false. Use these verbs to help you.**

buy drink eat forget go learn read ride see sleep speak stay swim wear write



The word 'school' comes from an old Greek word for 'free time'!

VOCABULARY

school and education

1 Match these words to the objects in the picture (A–H). There are two extra words. What do you have in your bedroom?

bookshelf desk mark note notebook
noticeboard pupil ruler timetable uniform

2 Complete the sentences with words from Ex 1. Then work in pairs. Are the sentences true for you and your partner?

1 I sit at my ..... when I use the computer.
2 On my ..... for today's classes I've got two hours of maths.
3 I don't like getting a bad ..... in an exam.
4 Every page in this ..... is full. I must buy another one to use for my diary.
5 I sometimes forget things, so I write a ..... and put it on my bedroom wall.
6 I've got photos on a ..... in my bedroom.

3 Read the language box. Find more compound nouns on the page.

explore **language**

We can sometimes put two words together to make compound nouns. They can be together or separate.

notebook school uniform noticeboard

4 Complete the phrases with the verbs.

get have/do learn wear write

1 ..... homework/an exam
2 ..... a school uniform/a football shirt
3 ..... on the board/in your notebook
4 ..... a language/Chinese
5 ..... a good mark/bored/home

5 e Choose the correct answer (A, B or C) to complete the article.

Learn more outside the classroom

Fourteen-year-old Anton Oberländer from Berlin doesn't [1]..... bored at school. That's because he's at a school where the pupils decide what to study. The school doesn't have a [2]..... , so there are a lot of hours to plan. Anton also doesn't [3]..... exams because he's too young. The school wants students to have adventures and gives 12–14-year-olds 150 euros to plan one. Head Teacher Margret Rasfeld believes students learn more when they aren't sitting in a [4]..... listening to a teacher for forty-five minutes. Last year Anton planned to [5]..... camping in England. He spoke about his adventure to the manager of a train company. He liked the idea and offered him free tickets. For Anton, it was the best way to [6]..... a language.

1	**A** have	**B** get	**C** do
2	**A** board	**B** desk	**C** timetable
3	**A** study	**B** learn	**C** have
4	**A** classroom	**B** office	**C** gym
5	**A** go	**B** went	**C** were
6	**A** write	**B** learn	**C** do

Speak up

6 Work in pairs. Talk about your favourite places in your school. What do you do there? Why do you like it?

LISTENING

Power up

1 Do you have friends in other countries? Are their schools similar or different to your school?

2 Work in pairs. Are the statements (1–5) true for you?

1

We don't have many exams or homework. *Mikko, Finland*

2

Our summer holidays start in December and finish in February. *Camila, Brazil*

3

We speak French and English at my school. *Liam, Canada*

4

We wear a smart uniform. *Ada, Spain*

5

There are forty students in my class. *Akio, Japan*

Listen up

3 3.1 Read the exam tip. Listen to Ana and Lucas talking about their holidays. Who did Ana visit? Who did Lucas visit?

> **exam tip: multiple choice**
> Usually, you will hear all the options. Only one is correct, so listen carefully!

4 e 3.2 Listen again and choose the correct answer (A, B or C).

1 Lucas was on holiday for
A a few days. **B** a week. **C** a weekend.

2 At the school Ana enjoyed
A the big desks. **B** the timetable. **C** the view.

3 School in Brazil started at
A 6.30 a.m. **B** 7.00 a.m. **C** 8.15 a.m.

4 In the school café Ana bought
A cheese balls. **B** sandwiches. **C** fruit.

5 Lucas and Jack's girlfriend played
A computer games. **B** tennis. **C** football.

5 Work in pairs. What do you like most about your school? What would you like to change? Why?

explore grammar

➥ p132

past simple questions and short answers

A Use *was/were* and *wasn't/weren't* for the past simple.
Was it fun? Yes, it **was**./No, it **wasn't**.

B Use *did* + infinitive with other verbs for *yes/no* questions.
Did you **see** her school? Yes, I **did**./No, I **didn't**.

C Use question word (*what, why, when, where, how much*, etc.) + *did* + infinitive for *wh*-questions.
What did you **eat**?

D Some past simple questions use time phrases (*after school, before dinner, last week, last year, two hours ago*, etc.).
What did you do **after school**?

6 Read the grammar box. Complete the questions (1–6) with these words. Then match the questions with the answers (A–F).

did was were what (x2) where

1 ..... the school modern?
2 ..... they have a school uniform?
3 ..... did you do in the library?
4 ..... the other students nice?
5 ..... was the food like?
6 ..... did you eat your lunch?

A I went on the computer.
B Yes, they were great.
C In the school café.
D Yes, they did.
E No, it was very old.
F It was fantastic!

Why did the boy sleep next to a ruler? To see how long he slept!

SPEAKING

Power up

1 Look at the picture. How many questions can you make in three minutes? You get one point for each question!

2 Work in pairs. Ask and answer your questions from Ex 1.

skill tip

Remember to speak clearly. When you don't understand, ask, 'Can you repeat the question, please?' or 'Can you say that again, please?'

3 Work in pairs. Read the useful language and answer the questions.

1 Where were you ten minutes ago?
2 Were you at school at 7 a.m.?
3 What did you do last summer?
4 Were you at this school two years ago?
5 Did you have an exam yesterday?

useful **language**

time expressions

at 7 a.m.	ten minutes ago
this morning	an hour ago
yesterday	a week ago
last night/week/month/year/summer	two years ago

4 What do you remember about the first day at your school?

5 3.3 Listen to Jake talking about his first day at school. What did he think of it?

6 3.4 Listen again and complete the questions.

1 ..... was it today?
2 ..... did you go with?
3 ..... subjects did you have?
4 ..... did you eat lunch?
5 ..... did that cost?

Speak up

7 What can you do to help a new student on their first day at your school? Think of three ideas and tell the rest of the class.

WRITING

Power up

1 Read the signs (1–4). Which school day do you prefer? Why?

2 Read Oscar's blog about his 'No timetable day'. What activity is in the photo?

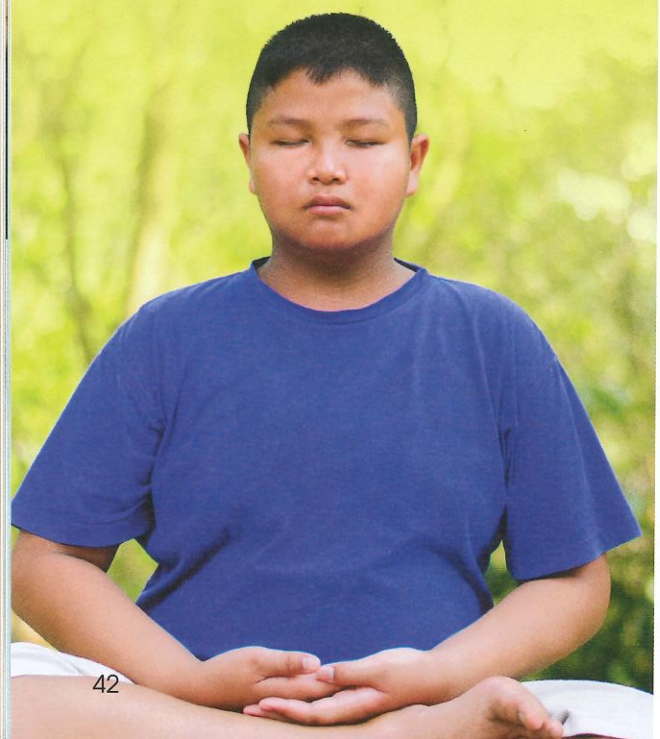
1 **SPORTS DAY**
Do sport or watch sport – *fun for all*

2 **No uniform day**
Wear what you want

It was different!

When we arrived for our 'No timetable day', the teachers gave us a list of interesting activities. There was yoga, music, film-making and even nail-painting!

First, I went to a brilliant yoga class. Then we had a break. Before lunch I went to a chemistry class and made a rocket with a plastic bottle and water. The class was great and our rocket was amazing. At lunchtime we ate in the school café but it was very loud. After that, I played guitar with some students. At the end of the day we talked about the day all together. Was it fun? Yes, it was. We all loved it!



3 Read the language box. Find examples of ordering events in the blog in Ex 2. What tense follows the words/phrases?

explore language

ordering events

First …
Then …
After lunch/break/the exam …
Before lunch/maths/the break …
Before/After that …
At break time/lunchtime/home time …
At the end of the day …
When …

4 Read the blog in Ex 2 again. Put the things Oscar did (A–F) in the correct order.

A played guitar
B did a yoga class
C made a rocket
D talked to the teachers
E ate lunch
F had a break

5 Find six adjectives in the blog. Write sentences using these adjectives.

3

No timetable day

You choose what you learn

4

Bring a friend to school day

Show your friend your school

6 Complete the email. Write one word for each gap.

To: **Dan** From: **Emma**

Hi Dan,

I hope [1]..... enjoyed your 'No uniform day' at school. What [2]..... you wear?

This morning I had an exam at school but it wasn't very difficult. At lunchtime, I went to the school café [3]..... some friends. Everyone sang *Happy Birthday* to [4]..... then we all ate some cake. We were very loud but we had a good time. After school, I went to the library to study. I didn't have [5]..... homework, so I soon finished it. Now Dad [6]..... making my favourite pizza. I can't wait!

See you soon,

Emma

7 Read the email in Ex 6 again. Why was Emma's day fun?

Plan on

8 Read the advert below for a competition in the school magazine. Choose the correct answer (A, B or C).

1 The magazine wants students to write
   - **A** a blog post.
   - **B** a description.
   - **C** a letter.

2 For the competition, students can write about
   - **A** a different day at school.
   - **B** a boring day at school.
   - **C** a fun day at school.

Your favourite day at school!

We want to hear all about it. What did you do? Who were you with? Why was it fun? Write a paragraph and send it to us.

Prize for the best writer!

9 Read the list. Do you agree with the notes? When is school fun for you? Add more ideas.

School is fun when:

- there's a school trip.
- you try a new activity or sport.
- somebody has a birthday.
- it's the last day before summer.

Write on

10 e Write a description of a fun day at school for the school magazine. Use the ideas from Ex 9 and words from the language box. Write 25 words or more.

Improve it

11 Read your description again. Check that:

- it uses the past simple.
- it uses words from the language box.
- it uses different adjectives.

SWITCH ON

Life at Gordonstoun

1 Work in pairs. Do you have any classes at school that help the community? Can you think of any after-school clubs that could help your community?

2 Watch the clip. Which activities are mentioned?

- coastguard rescue
- the fire service
- mountain rescue
- first aid
- music classes
- language lessons

3 Watch again and match the students (1–3) with what they say about Gordonstoun (A–C).

1 Kelly — **A** It's not just about getting good grades.
2 Lizzie — **B** You want to make the most of it
3 Duncan — **C** I should use every chance to be a better person.

4 Would you like to be a student at Gordonstoun? Why/Why not?

Project

5 Work in small groups. Think of a new after-school activity that you would like to introduce at your school. Create a proposal to present to your headteacher. Think about these questions.

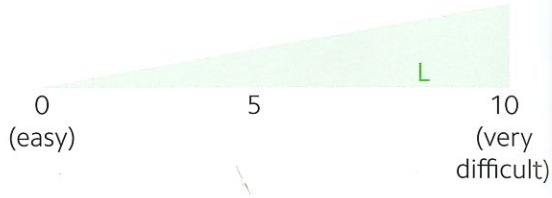
- How will this activity be good for the community?
- How will this activity be good for students?
- Who will teach the activity?
- Where and when will the activity take place?

6 Present your proposal to the class. Decide which activity to present to the headteacher.

INDEPENDENT LEARNING

My four skills progress

1 Think about the four skills: Reading (R), Writing (W), Speaking (S), Listening (L). Where do you put these skills on the line below for you? Why?



2 Which skill from Ex 1 have you improved most? Why?

3 Work in small groups and each choose a skill. Make a spidergram for your skill with advice for each other on how to improve. Share with your group.

First read quickly for the general idea.

4 What advice are you going to give yourself? Write a note to yourself that begins like this: *Don't forget to …*

UNIT CHECK

Wordlist

School subjects
art (*n*)
biology (*n*)
chemistry (*n*)
DT (design and technology) (*n*)
English (*n*)
French (*n*)
geography (*n*)
history (*n*)
Italian (*n*)
maths (*n*)
P.E. (*n*)
physics (*n*)

Education
noticeboard (*n*)
bookshelf (*n*)
desk (*n*)
equation (*n*)
exam (*n*)
facts (*n, pl*)
mark (*n*)
note (*n*)
notebook (*n*)
pupil (*n*)
ruler (*n*)
timetable (*n*)
uniform (*n*)

Places at school
classroom (*n*)
gym (*n*)
library (*n*)
office (*n*)
school café (*n*)
science lab (*n*)

Collocations
get a good mark/bored/home
have/do homework/an exam
learn a language/Chinese
wear a school uniform/a football shirt
write on the board/in your notebook

Compound nouns
bedroom (*n*)
football (*n*)
football shirt (*n*)
school uniform (*n*)
summer holiday (*n*)
timetable (*n*)

Other
adventure (*n*)
boring (*adj*)
break time (*n*)
buy (*v*)
chemistry class (*n*)
coastguard (*n*)
difficult (*adj*)
enjoy (*v*)
exciting (*adj*)
first aid (*n*)
football pitch (*n*)
forget (*v*)
fun (*adj*)
hip hop (*n*)
home time (*n*)
loud (*adj*)
lunchtime (*n*)
modern (adj)
rescue (*v*)
ride (*v*)
smart (*adj*)
speak (*v*)
stay (*v*)
wear (*v*)
yoga (*n*)

Practice

1 Find the following in the wordlist.

1 three science subjects
2 three rooms you can study in
3 four things you can find on a wall

2 Match 1–5 with A–E to make sentences.

1 I don't wear
2 You can learn
3 The students did
4 Emily wrote the answer
5 He was glad he got

A the exam and then went home.
B on the board.
C a language with an app.
D a good mark for his homework.
E a school uniform at my new school.

3 Complete the sentences with words or phrases from the wordlist.

1 My school ..... has hundreds of books for students to read.
2 All the students at my school wear a ..... .
3 I really enjoy my ..... class. I love learning about things that happened a long time ago.
4 My geography lesson yesterday wasn't very exciting. I ..... .
5 I got a good ..... on the exam.
6 At ..... we ate in the school café.

4 3.5 Listen and complete the sentences with words or phrases from the wordlist.

1 We can buy some lunch in the ..... .
2 Did you read the ..... from our teacher?
3 On my new ..... I've got an hour of maths every day.
4 I don't think I can ..... . It's too difficult!
5 I think my favourite subject is ..... . I love painting!
6 At ..... we usually go outside.

UNIT CHECK

Review

1 Write the past simple form of the verbs.

1 be .....
2 find .....
3 go .....
4 meet .....
5 sit .....
6 speak .....
7 wear .....
8 write .....

2 Match the questions (1–6) with the answers (A–F).

1 Were you at school yesterday?
2 Did they go to the gym?
3 Was the office closed?
4 Did you finish your homework?
5 Did your dad bring you to school?
6 Were the students loud in class?

A Yes, he did.
B Yes, they did.
C No, they weren't.
D Yes, it was.
E No, I didn't.
F No, I wasn't.

3 Complete the sentences with the past simple form of the verbs in brackets.

1 The school café ..... (be) closed yesterday.
2 The teacher ..... (finish) the class early.
3 ..... you ..... (buy) a new notebook for me?
4 Emily ..... (not wear) a school uniform at her old school.
5 ..... they ..... (find) the books in the library yesterday?
6 We ..... (not see) our friends after school.

4 3.6 Listen to the conversation and complete the text with the verbs you hear.

Maria's birthday [1] ..... today. It [2] ..... yesterday. She [3] ..... an exam at school, but it [4] ..... difficult. Her friend Anna [5] ..... her a cake. She [6] ..... fantastic cakes! Maria [7] ..... for a meal on her birthday because she [8] ..... football. [9] ..... Maria's team ..... ? No, they didn't. Dan [10] ..... the football, but he is looking forward to Maria's party.

5 Choose the correct words to complete the questions.

1 **Did** / **Were** you see your best friends yesterday?
2 **Were** / **Are** your marks good at school last year?
3 **Are** / **Do** you always study in your bedroom?
4 **Are** / **Is** you doing your homework now?
5 **Were** / **Was** the exam easy?
6 **Do** / **Did** your teacher make you laugh in class today?

6 Complete the blog. Write one word for each gap.

Saturday school is brilliant!

A few months ago I stayed with my cousin in Oxford. Every Saturday my cousin [1] ..... up early and goes to school. When I was there, I went [2] ..... him. At first, I didn't want to go because I [3] ..... tired. I wanted to stay in bed! But the classes [4] ..... fun. After school we [5] ..... shopping. Usually, I [6] ..... video games or watch films on Saturdays, but now I think Saturday school is brilliant. What about you? What do you think of Saturday school?

7 Complete the comments with the past simple form of these verbs.

be have not get up not want rain

Sandra, Mexico — Add message | Report
1 I like the idea. Last Saturday it ..... all day and I ..... very bored.

Eva, Madrid — Add message | Report
2 Awful idea! I can't get up early at the weekend. I ..... until twelve o'clock last Saturday.

Lorant, Poland — Add message | Report
3 I'm not sure. I ..... an extra maths class last Saturday, but I ..... to do it. I wanted to play basketball.

8 Write a text message to a friend. Say what happened at school yesterday.

Shopping can be fun!

Look at the photo and answer the questions.

1 Do you enjoy shopping? Why/Why not?
2 What shops do you like?
3 What technology do you use to shop?

4

Open 24/7

READING
topic: a new way to shop
skill: finding specific information
task: open cloze

GRAMMAR
comparative adjectives
superlative adjectives

VOCABULARY
shopping; shopping verbs
prices

LISTENING
topic: lost in a shopping centre
skill: listening for specific information
task: multiple choice

SPEAKING
topic: services in a town
skill: asking for directions
task: ask and answer questions about how to get somewhere

WRITING
topic: my favourite shop
skill: planning your ideas
task: a review

SWITCH ON
video: The Teenage Market
project: market business plan

READING

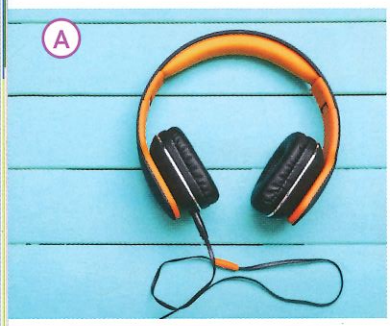
Power up

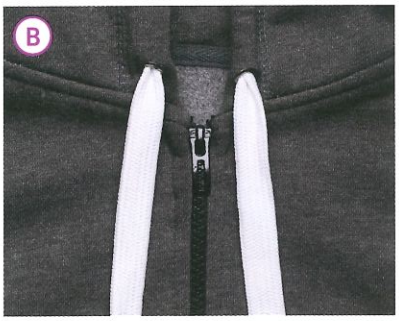
1 Are these sentences true for you?

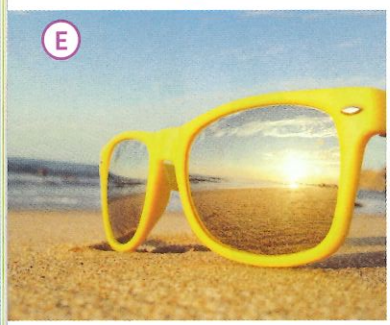
1 I like having friends with me when I buy clothes.
2 I only enjoy shopping when I'm buying something for me.

2 Work in pairs. Match these words with the photos (A–F). There are two extra words you do not need.

headphones pens pineapple scissors sunglasses hoodie tennis racket watch







3 Where can you buy the things in Ex 2?

bookshop clothes shop music shop sports shop supermarket

4 Work in pairs. Make a list of three things you can buy in each shop in Ex 3. You have one minute. You get one point for each word that nobody else has!

Read on

5 Read the article quickly and look at the photos. What is the article about?

6 Read the article again. Are the sentences true (T) or false (F)? Use the skill tip to help you.

1 There's only a small difference in the price of video games online and in shops.
2 Some shops want to improve how we buy things online.
3 Shop assistants aren't always friendly to customers.
4 With a smart mirror your friends can see pictures of you.
5 You pay for your shopping when it arrives by drone.

skill tip

Look at the words in the sentences and find similar words or phrases in the text. You don't have to understand every word to find the right answer.

7 e Read the text and write the correct answer in each gap. Write one word for each gap.

Javi2002 **Add message** | Report

I love the idea of smart mirrors. They sound fun! I often go shopping [1] ..... the weekend with my friends. Last Saturday we had [2] ..... great time in a new clothes shop in the town centre. I wanted [3] ..... get some jeans [4] ..... a party in the evening. I tried on some jeans, [5] ..... they were all too big for me. I didn't buy anything. I don't think the shop assistant [6] ..... very happy.

Sum up

8 Work in pairs. What are the three main ideas in the article? What is the best idea? Why?

Speak up

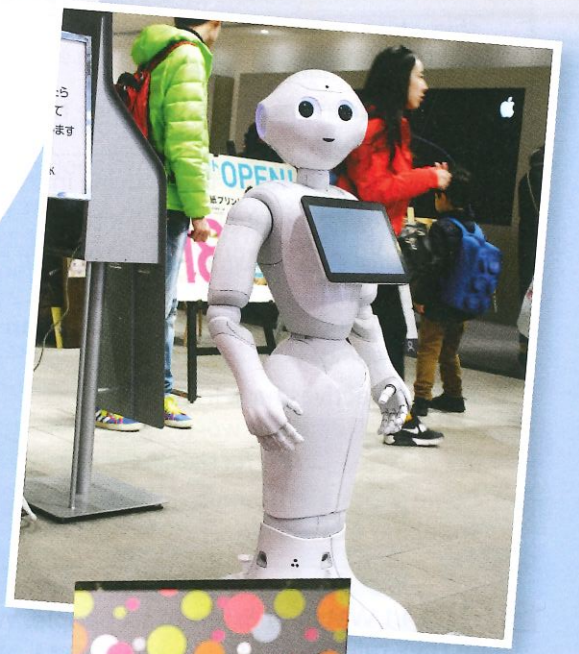
9 Work in pairs. When is shopping interesting for you? Compare your ideas.

When something 'costs an arm and a leg', it costs a lot of money.

Say **hello** to a **new way to shop**

You want a new video game, but you don't have time to shop. What do you do? You go online and soon find it. Online prices are often a lot lower than shop prices and you can have it tomorrow. It's a fact: buying online is easier than buying in shops. But for some people going shopping is more important than just shopping. That's why some shops want to offer a better shopping experience.

Imagine this: you go into a shop and the assistant asks, 'Can I help you?' In front of you is a robot shop assistant! And why not? Robots speak different languages, remember information and they don't get tired. They're always nice to customers. Maybe they're friendlier than the usual shop assistants!



Perhaps you hate trying things on in shops? You're hot and sticky and you need your friend's help. You text your friend from the changing room. 'Can you bring me the black jeans? They're bigger than the blue ones'. Now smart mirrors are changing all of that. The mirrors are big video screens. They show you in the same clothes, but in different colours and sizes. Share the image with your friends and see what they think. 😉

So, you finally pay for your goods, but now you have heavy bags to carry. You need drone delivery to bring them to your home. It's faster than delivery by post! Drone delivery is quite a new idea at the moment, but we're getting very excited about it.

GRAMMAR

1 Complete the grammar box with these comparative adjectives.

better funnier hotter more expensive older

explore **grammar**

➥ p134

comparative adjectives

Use a comparative adjective + *than* to compare two people or things.

A Add *-er* to short adjectives (*cheap – cheaper, old –* .....).

Online prices are often **cheaper than** shop prices.

B Double the consonant for some adjectives (*big – bigger, hot –* .....).

It's **bigger than** the blue one.

C For adjectives ending in *-y*, change the *-y* to *-i* (*easy – easier, funny–* .....).

Buying online is **easier than** buying in shops.

D Use *more/less* before long adjectives (*important – more important, expensive –* .....).

Going shopping is **more important than** just shopping.

E Some adjectives have irregular comparatives: *bad – worse, good –* ....., *far – farther/further*.

Some shops are trying to offer a **better** shopping experience.

2 4.1 Watch or listen to six people. What are they talking about?

3 4.2 Watch or listen again and complete the sentences with comparative adjectives.

1 I find shopping ..... with friends as it's often ..... and ..... to spend time with them.
2 I prefer shops because they're ....., but markets are a lot ..... .
3 I think expensive clothes are normally ..... than cheap clothes because the material is ..... and they last for ..... .
4 I think markets are ..... because they're ..... and they're ..... .

4 Complete the sentence with the comparative form of the adjectives in brackets. Do you agree with the sentences?

1 Small shops are often ..... (cheap) than big shops.
2 Sports clothes are ..... (difficult) to buy than everyday clothes.
3 Food in markets is ..... (fresh) than food in supermarkets.
4 Buying online is ..... (fast) than buying from a shop.
5 Food at home is often ..... (healthy) than food in a café.

5 e Complete the blog. Write one word for each gap.

We didn't buy those!

My mum buys [1] ..... lot online, but it's often [2] ..... difficult than buying in shops. You can't try on clothes so you often don't really know what you [3] ..... buying. She recently bought [4] ..... leggings online for me. They [5] ..... cheaper than the ones in our local clothes shop. When they arrived in a small bag, we were very surprised. The bag was smaller [6] ..... the usual shopping bag. We opened [7] ..... and started laughing. They were leggings for dolls! I'm sixteen, but my sister is five years [8] ..... than me and still plays with dolls. Now one of her doll's got some great leggings!

Speak up

6 Work in pairs. Talk about the good and bad things about shopping online and shopping in a town. Which is better? Why?

game on

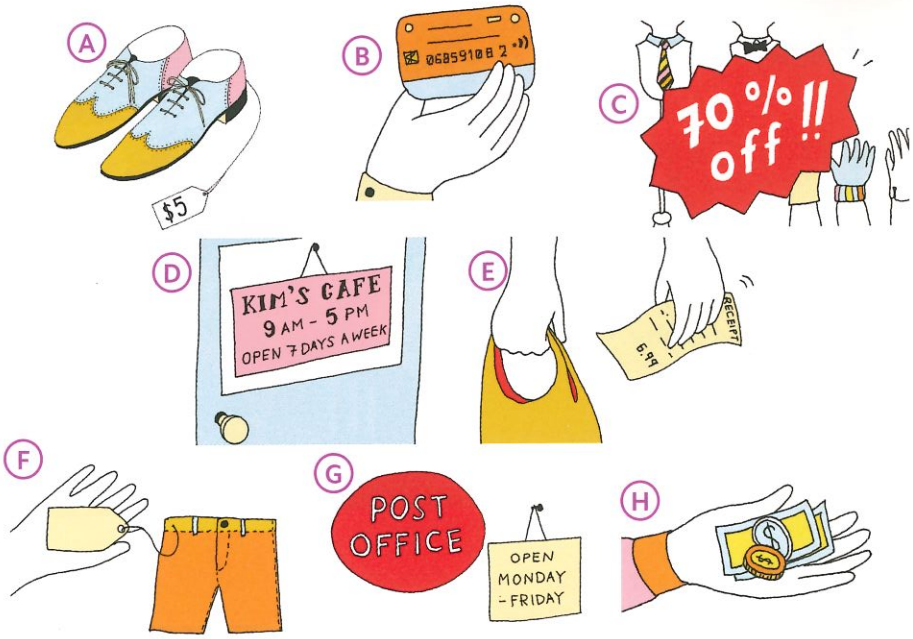
What's the difference?

Work in pairs. Think of pairs of words (e.g. *shop – market, watch – clock, laptop – tablet*). Take turns to make comparisons.

A watch is smaller than a clock.

VOCABULARY

shopping



1 Work in pairs. Match the sentences (1–8) with the pictures (A–H).

1 Do you want the receipt in the bag?
2 The post office is closed at the weekend.
3 Only $5 – that's a bargain!
4 The café is open every day.
5 I can pay with cash.
6 There isn't a price on this.
7 Look, there's a sale in that shop.
8 Can I pay with a card?

2 4.3 Oliver and Emma are talking in a shop. Listen and complete the text with words from Ex 1.

Oliver is looking for the [1] ..... of some sunglasses. There's a [2] ..... in the shop and the sunglasses are very cheap. They are a [3] ..... and Oliver decides to buy some. He doesn't have any [4] ..... and Emma asks her mum to buy them with her [5] ..... . Oliver asks for the [6] ..... .

3 4.4 Listen again and check your answers.

4 Choose the correct words to complete the questionnaire. Then work in pairs. Ask and answer the questions.

What type of **shopper** are you? At **TEEN**SCENE we want to know!

1 Do you usually **save** / **spend** your money so you can buy something special?
2 How much do good trainers usually **sell** / **cost**?
3 Where do you often **buy** / **save** your clothes for school?
4 Do you always look at the price before you **sell** / **pay** for a drink?
5 How much do you **buy** / **spend** on a friend's birthday present?
6 Do you always **try on** / **pay for** clothes before you buy them?

explore **language**

We use these phrases to ask and answer questions about price.

How much is it/are they?

How much does it/do they cost?

It's/They're … £5.50 five pounds fifty/five fifty / 80 p eighty p (= pence) / €10.50 ten euros fifty / 90 c ninety cents / $20 twenty dollars

5 4.5 Read the language box. Listen and choose the price you hear.

1	€45	€40	4	€6.50	€60
2	$3	$30	5	£2.50	£2.60
3	50c	15c	6	£9	£90

Speak up

6 Work in pairs. Ask and answer the questions.

1 Do you always bring your own lunch to school?
2 When did you last find a bargain? What was it?
3 How much was the last thing that you bought?

game on

Bingo

Play in small groups. Write fifteen prices on pieces of paper. Write five of those prices in your notebook. Turn the cards over and read them out loud. The first person to hear all their numbers says: *Bingo!*

China was the first country to make paper money – 500 years before the rest of the world!

4 Open 24/7

LISTENING

Power up

1 Look at the photo of the shopping centre. Is it a nice place to go shopping? Why/Why not?

Listen up

exam tip: multiple choice

Read the questions and the options first. Try and decide what information you are listening for.

2 e 4.6 Listen to five conversations and choose the correct answer (A, B or C).

1 Why must Oliver and his dad take the trousers back to the shop?
   - **A** They're aren't right for school.
   - **B** They haven't got pockets.
   - **C** They were too expensive.

2 What does the shop manager want Charlie, the shop assistant, to do?
   - **A** talk to the customers
   - **B** check the prices of things
   - **C** clean the shop

3 What did the man and his daughter do before they went shopping?
   - **A** They made a present.
   - **B** They ate lunch in a café.
   - **C** They bought a present.

4 Why did Nina buy the trainers?
   - **A** The colour was right.
   - **B** The price was right.
   - **C** The size was right.

5 What do the two friends decide to do in the afternoon?
   - **A** eat outdoors
   - **B** go shopping
   - **C** do some sport

3 4.7 Listen again and check your answers.

explore grammar ➥ p134

superlative adjectives

A Use *the* + *-est* for short adjectives.
The orange ones were **the cheapest** in the shop.

B Use *the* + *-iest* for adjectives ending in *-y*.
It's **the easiest** way to shop!

C Use *the* + *most/least* for long adjectives.
The most important thing to remember is to give the right information.

D Some adjectives have irregular superlatives: *good – the best, bad – the worst*.
You always have **the best** ideas.

4 Read the grammar box. Complete the article with the superlative form of the adjectives in brackets.

Lost! – it happened to me

A new shopping centre recently opened near us. 'It's [1] ..... (big) in the country,' said my mum. So, we all went. I think it was [2] ..... (busy) day of the year, with lots of people. I soon found [3] ..... (good) shop for teens, but Mum and Dad wanted curtains. They're [4] ..... (boring) things to buy, so they left me to look on my own. An hour later I decided to send them a text message, but my phone was dead! It was [5] ..... (bad) feeling in the world. Then, I heard Dad: 'Sam, we're over here!' He was [6] ..... (loud) person in the shopping centre, but I was glad!

Speak up

5 What's the best thing to do when you can't find your friend/parents in a shopping centre?

'Window shopping' means that you look at things but don't buy anything.

SPEAKING

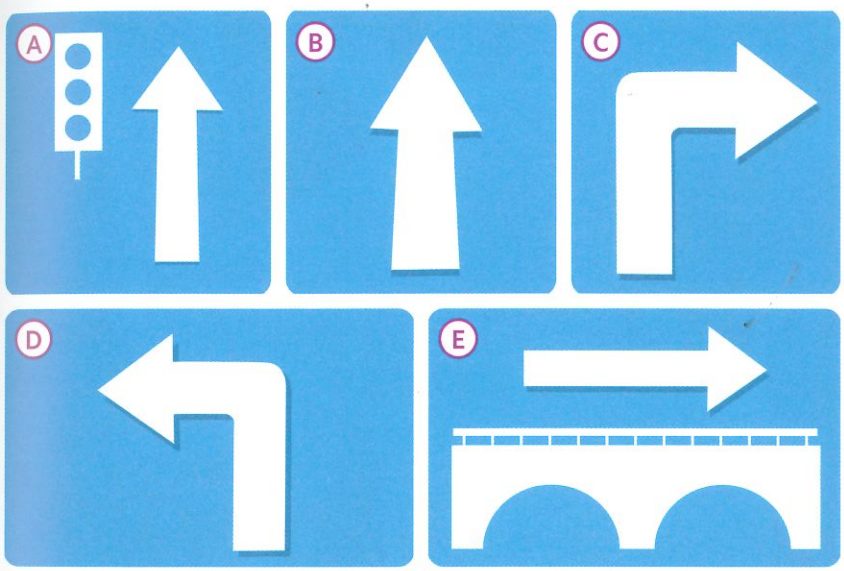
Power up

1 Do you have these places where you live? Are they good ☺ or bad ☹ places to visit? Why?

café department store library market museum park
supermarket swimming pool theatre tourist information

2 Match the directions (1–5) with the pictures (A–E).

1 Turn right.
2 Go over the bridge.
3 Turn left.
4 Go past the traffic lights.
5 Go straight on.



3 4.8 Start from A. Listen and follow the directions. Where are you now?

4 4.9 Listen and complete the questions.

1
Hi, can you tell me ..... to get to the ....., please?

2
Excuse ....., can you tell me ..... the ..... is, please?

5 4.10 Listen again and check your answers in Ex 4.

6 Work in pairs. Look at the map in Ex 3. Choose a place to start (A, B, C or D). Take turns to ask for and give directions. Use the useful language and skill tip to help you.

useful **language**

asking for directions

Can you tell me where … is, please?
Can you tell me how to get to …, please?

giving directions

It's on your left/right.
It's next to/opposite …

skill tip

Listen carefully to your partner's question. Are you giving the right information, and is it clear?

Speak up

7 Work in pairs. Some students from another country are visiting your town for one day. Decide where you are. Then take turns to talk about the best places to visit and how to get there.

game on

Treasure hunt!

Work in small groups. One person decides where the treasure is hidden in your town. Say where to start and give directions to the treasure. The first person to say where the treasure is wins a point for their group.

It's in the library!

WRITING

Power up

1 Look at the photo. Where are they buying clothes? Is it a good place to buy clothes? Why/Why not?

2 Which are the best places to buy jeans, a swimsuit, trainers and sunglasses in your town?

clothes shop market sports shop
supermarket

3 Read Sophie's blog post. Find these things.

1 the name of the shop she went to
2 where the shop is
3 when it's open
4 the price of two T-shirts

Looking for a bargain?

Last week I went shopping with my mum. She wanted to buy food but I wanted some clothes. So, where did we go? The supermarket! It's called Supersaver and it's near my house. It's the biggest shop in our town and it's open twenty-four hours. The best thing is that the prices are low. I found lots of bargains and got two T-shirts. They're usually $7 each, but I got two for the price of one. That's cheaper than in other shops. The worst thing about the supermarket is the size. It's bigger than other shops and Mum spends hours there. I couldn't wait to get home!

4 Read Sophie's blog post in Ex 3 again. What does she think is good and bad about the shop? Do you think she's right? Why/Why not?

5 e Read the exam tip and the blog post. Write the correct answer in each gap. Write one word for each gap.

exam tip: open cloze

There is only **one** word in each gap. Think of pronouns (e.g. *it*, *she*) prepositions (e.g. *in*, *to*) and other words you can use.

Hi, I'm Jacob. My friends and I love going to second-hand shops. We often find lots of unusual things for our bedrooms in a shop called City16. It's next [1] ..... the market and it's open [2] ..... Monday to Saturday. It sells cool posters. They are more expensive [3] ..... the ones in other shops, but they're different. [4] ..... best thing about the shop is the music. It's loud but [5] ..... friends and I love it. The worst thing [6] ..... that it's closed on Sunday.

Plan on

6 Read the poster for a competition. How many questions are in it?

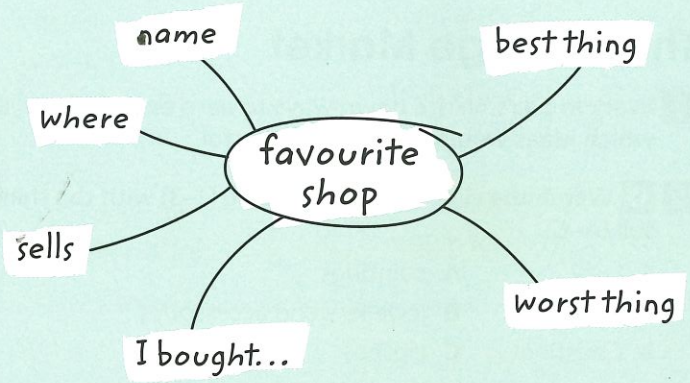
7 Match the sentences (1–6) with the questions in the poster in Ex 6.

1. I bought a present for my friend.
2. My favourite shop's called Rebel.
3. The best thing is that the shop assistants are cool.
4. It's near the cinema.
5. The worst thing is that it's always busy.
6. It sells amazing bags and hats.

skill tip

Do you want to improve your writing? Always make notes first so you have a plan to follow.

8 Read the skill tip. Think of your favourite shop and make notes.



Write on

9 e Write a review about your favourite shop for the competition. Write 25 words or more. Use the useful language to help you.

useful language

The best/worst thing is (the music/the price of the clothes).

The best thing is that (the shop assistants are funny/ the prices are good).

The worst thing is that (it's expensive/hot).

Improve it

10 Read your text again. Check that:

- you used all your ideas.
- you spelt words correctly.
- you wrote what is good and what isn't good.
- you used words from this unit.

SWITCH ON

The Teenage Market

1 Work in pairs. Write down ways to earn extra money. Discuss which ideas would be most successful.

2 Watch the clip. Match the people (1–3) with the things they sell (A–C).

1 Lucy	**A** paintings
2 Matt	**B** jewellery and accessories
3 Christine	**C** clothes

3 Watch again and answer the questions.

1. Why did Joe and Tom set up The Teenage Market?
2. When does The Teenage Market open?
3. Why does Matt like selling his products at the market?
4. What things does Christine like to make?

4 Do you think a teenage market would be successful in your town? Why/Why not?

Project

5 Work in pairs. You are going to open a stall at a teenage market. Think about these things and create your profile.

- business name
- business description (general information about what you sell)
- products you sell (including prices and descriptions)

Answer the questions.

1. Who are your customers?
2. How will you promote your business?
3. How will you design your stall to attract customers?

6 Present your business plan to the class.

INDEPENDENT LEARNING

Reading skills

1 Which is your favourite reading text from Units 1–4? Why did you like it? Take a class vote.

2 Are the sentences true for you? Why/Why not?

1. I read a text quickly when I want to understand the general idea.
2. I use the words before or after a gap to help me understand what type of word I need in the gap.
3. I underline words in the questions and look for similar information in the text.
4. I read a text slowly when I'm looking for important information.

3 Work in pairs. Ask and answer the questions.

1. Do you like reading? Why/Why not?
2. What kinds of reading do you find most interesting?
3. What makes reading easier or more interesting?

4 What types of things can you read more of in English? Add two ideas.

UNIT CHECK

Wordlist

Shopping
bargain (*n*)
card (*n*)
cash (*n*)
closed (*adj*)
drone delivery (*n*)
goods (*n, pl*)
open (*adj*)
price (*n*)
product (*n*)
receipt (*n*)
sale (*n*)

Shopping verbs
buy
cost
go online
pay (for)
save
sell
shop
spend
take back
try on

Money
cent (*n*)
cheap (*adj*)
dollar (*n*)
euro (*n*)
expensive (*adj*)
pence (*n*)
pounds (*n, pl*)

Places in a town
café (*n*)
clothes shop (*n*)
department store (*n*)
library (*n*)
market (*n*)
museum (*n*)
music shop (*n*)
park (*n*)
post office (*n*)
shopping centre (*n*)
sports shop (*n*)
supermarket (*n*)
swimming pool (*n*)
theatre (*n*)
tourist information (*n*)
town centre (*n*)

Other
bridge (*n*)
changing room (*n*)
cool (*adj*)
curtains (*n, pl*)
customer (*n*)
doll (*n*)
experience (*n*)
headphones (*n*)
hoodie (*n*)
improve (*v*)
leggings (*n, pl*)
material (*n*)
pens (*n, pl*)
pineapple (*n*)
pizza (*n*)
scissors (*n*)
shop assistant (*n*)
size (*n*)
smart mirror (*n*)
sticky (*adj*)
sunglasses (*n*)
sweatshirt (*n*)
tennis racket (*n*)
traffic lights (*n, pl*)
treasure (*n*)
unusual (*adj*)
watch (*n*)

Practice

1 **Find the following in the wordlist.**

1 five places where you can buy T-shirts
2 two things you wear on/over your ears
3 two different ways to pay in a shop
4 two names for money in the USA

2 **Choose the correct words to complete the sentences.**

1 How much did you **buy** / **pay** for that bag? I love it.
2 My dad uses his **card** / **cash** when he buys online.
3 I want to **spend** / **save** a lot of money so that I can buy a new camera.
4 Pass me those **scissors** / **sunglasses**. I can't open this bag.
5 The **department store** / **market** was very big so she took the lift to the top floor.
6 I think there's a mistake on the **receipt** / **sale**. I paid £4 twice!

3 **Match 1–5 with A–E to make sentences.**

1 The dress was the most
2 The department store was having the
3 Martin thought the trainers
4 The shop assistant
5 I always try

A biggest sale of the year.
B on clothes before I buy them.
C expensive in the shop.
D were a bargain.
E showed us to the changing room.

4 4.11 **Listen to six sentences. When you hear a beep, write the correct word or phrase from the wordlist.**

1 .....
2 .....
3 .....
4 .....
5 .....
6 .....

5 4.12 **Listen and check your answers.**

UNIT CHECK

Review

1 Complete the sentences with the comparative form of the adjectives in brackets. Use *than* where necessary.

1 The new shopping centre is ..... (big) the old one.
2 Your headphones were ..... (expensive) mine.
3 The sale in this shop is fantastic. It's ..... (good) the last one.
4 Can you find some ..... (nice) trainers? I don't like those.
5 The new shop assistant is ..... (friendly) the last one.
6 Going shopping is ..... (exciting) shopping online.

2 Match 1–6 with A–F to make sentences.

1 She talks a lot and her voice is the
2 The new café in town is the
3 The sports shop sells the
4 Online shopping is often the
5 The ticket to a concert was the
6 We went shopping at the

A most exciting birthday present.
B cheapest tennis rackets in town.
C loudest in the class.
D hottest time of the day.
E most popular place to have a snack.
F fastest way to shop.

3 Complete the article with these adjectives.

more difficult | more fun | the easiest | the lowest | the safest | younger

Market – with a twist

Markets: the place to find a bargain and an important part of any town. But many markets are now finding it [1]..... to make money. After all, customers can use the internet to find [2]..... prices. Now two teenage brothers are organising a new type of market for [3]..... people. It's a place where teenagers can sell things they make. With the help of adults, they believe it's [4]..... way for teens to learn about buying and selling. The brothers first put advertisements for their market on social media. Lots of teens loved the idea. Doing something with other teens is [5]..... than doing something on your own. Seventeen-year-old Tammy sells bags. She makes them in her free time. 'This is [6]..... way to sell my bags,' she says. 'All the customers are my age.'

4 4.13 Oscar and Emily are talking at the market. Listen and choose the correct words to complete the sentences.

1 Emily gives Oscar a **smaller / bigger** jacket.
2 The jacket is the most **expensive / interesting** jacket of them all.
3 Emily thinks the green one is the **best / worst** colour for Oscar.
4 Oscar thinks the green jacket is more **modern / comfortable** than the black one.
5 A boy in the market makes and sells the **cheapest / most amazing** pizzas.
6 The café is **nearer / further** than the pizza place.

5 Complete the email. Write one word for each gap.

To: **Jake** From: **Alice**

Hi Jake,

Did [1]..... have a good weekend? I'm having a great holiday in Madrid. The weather is better [2]..... in England.

Yesterday we went to [3]..... food market. It's the biggest market [4]..... the city centre and it sells food and gifts. Saturday is [5]..... busiest day for the market and it was very crowded. I bought you some Spanish chocolate. It's [6]..... expensive than at home, but it's very nice.

See you soon,

Alice

6 This morning you went shopping for your party. Send a text to a friend. Tell him/her what you bought.

"I love being **the star** of the show!"

Look at the photo and answer the questions.

1 Do you like performing in front of other people? Why/Why not?

2 Who is your favourite celebrity? What are they famous for and why do you like them?

5 That's entertainment!

READING
topic: cinemas with a difference
skill: understanding a simple text about a past event
task: matching

GRAMMAR
past continuous
past continuous and past simple

VOCABULARY
entertainment
entertainment nouns and verbs

LISTENING
topic: entertainment
skill: extracting key factual information
task: multiple choice (pictures)

SPEAKING
topic: weekend entertainment activities
skill: saying how you feel about something
task: discuss what you like and don't like

WRITING
topic: entertainment
skill: writing a simple story describing the main events
task: a story

SWITCH ON
video: let me tell you a story
project: story mash-up

READING

Power up

1 What was the last film you saw in the cinema? Did you like it? Why/Why not?

2 5.1 Listen to extracts from films. Match the extracts (1–7) with these types of films.

action animated comedy documentary horror romantic science fiction (sci-fi)

1 .....
2 .....
3 .....
4 .....
5 .....
6 .....
7 .....

3 Which types of films do you like the best? Which do you like the least? Why?

Read on

4 Look at the photos in the article. What do you think is happening in the photos (1–3)?

5 Read the article. Match the photos (1–3) with the texts (A–C).

exam tip: matching

Read all the questions before you read the text.

6 e Read the exam tip. Read the article again and choose the correct answer.

	Max	Tom	Kate
1 Which person watched a film outside?	A	B	C
2 Which person had popcorn in the cinema?	A	B	C
3 Which person usually finds cinemas boring?	A	B	C
4 Which person saw a film in the afternoon?	A	B	C
5 Which person got wet?	A	B	C
6 Which person saw a film with a family member?	A	B	C
7 Which person knew the story of the film they watched?	A	B	C

Sum up

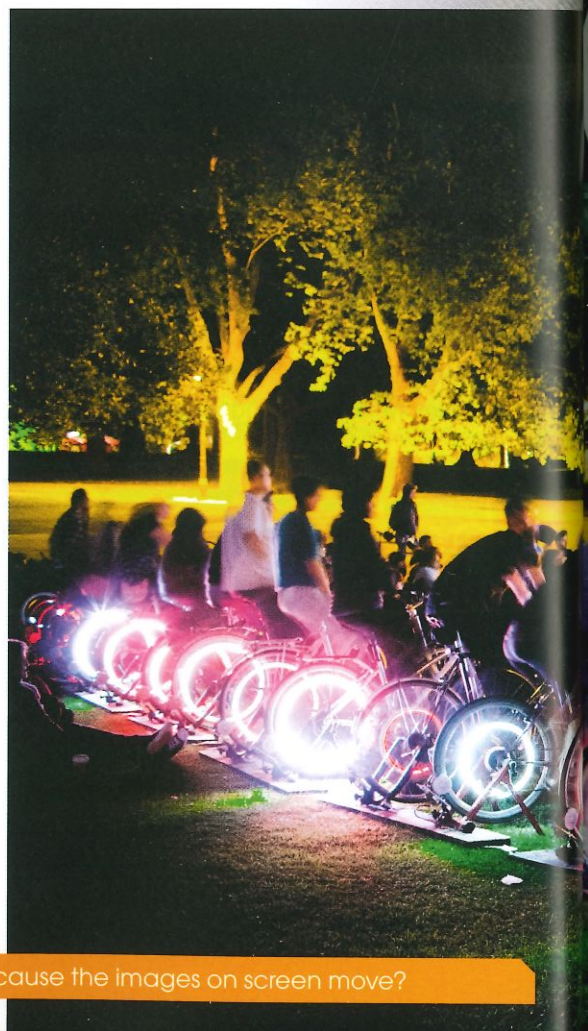
7 Describe the three cinema experiences in the article. Use these words to help you.

bicycles boxes electricity food move numbers seats water

Speak up

8 Which of the cinema experiences in the article would you like to try? Why?

9 Work in pairs. Think of a film you know. What could you do to make the experience of this film more exciting? Think of a scene and present your ideas to the class.



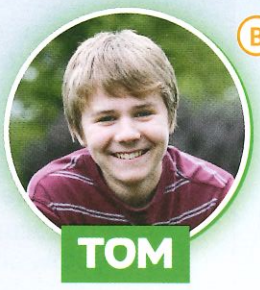
Did you know that films are called movies in the USA because the images on screen move?

CINEMA
WITH A DIFFERENCE!

We asked our teen reporters to tell us about three very different cinema experiences. Read and find out what they said.

MAX

(A) 'Last Friday I watched a film in a field. Luckily it wasn't raining that evening! When I arrived with my cousin, we saw lots of people on bikes. They were cycling, but they were watching the film at the same time! Why were they cycling? To produce electricity. The cinema screen and speakers use power from bicycles. When people stop cycling, the film stops! I'm normally not interested in cinema, but I loved this.'



TOM

(B) 'Yesterday I watched my favourite film, *Charlie and the Chocolate Factory*. I arrived at the cinema after lunch. The cinema staff were giving everyone boxes with different numbers on them. Then we started watching the film. There were signs during the film. These signs told us when to open a box. In each box there was different food. Sometimes we were eating almost the same food the actors were eating. It was fun, but I still prefer a simple bag of popcorn!'

KATE

(C) 'At first it felt like a normal cinema night. Then suddenly our seats started moving. I nearly dropped my popcorn! In the film a motorbike was following a car. Our seats were moving with the motorbike. When the actor jumped into a pool we felt water on our faces. It was great fun and I laughed a lot! I think 4D cinema is great for action films, but I'm not sure how well it works with other films.'

GRAMMAR

1 Read the sentence and choose the correct meaning below (A, B or C).

> The cinema staff were giving everyone boxes.

The sentence describes:

A actions that finished at a particular time in the past.
B actions happening at a particular time in the past.
C actions that started in the past and are happening now.

2 Complete the grammar box with *was, were* and *wasn't*.

explore **grammar**

➥ p136

past continuous

A for actions happening at a particular time in the past

+ In the film a motorbike [1] ..... following a car.
– Luckily, it [2] ..... raining that evening!
? Why [3] ..... they cycling?

B for two or more actions happening at the same time in the past

They [4] ..... cycling, but they [5] ..... watching a film at the same time!

3 5.2 Watch or listen to six people talking about what they were doing at eight o'clock this morning. Identify the verbs you hear.

chat eat listen look play sleep text upload watch

4 5.3 Watch or listen again and complete the sentences.

1 At eight o'clock, I ..... TV.
2 I ..... on my game console.
3 I ..... to music on my phone.
4 This morning I ..... to my friends on my phone.
5 I ..... pictures and ..... at Instagram.
6 I ..... YouTube videos on my iPad.

5 Complete the post and comments with the past continuous form of these verbs.

chat eat kick make
not think not watch play sit

Why do people do that?

I went to the cinema last night. I was really looking forward to it. The lights went down and the film started. Did I enjoy it? Not really! The boy behind me [1] ..... my seat during the whole film! Do you have any experiences like this?

Oliver, England: **Add message** | Report
Two girls sat next to us. They [2] ..... about a party the whole time! Why [3] ..... they ..... in the cinema? They [4] ..... the film!

Silvia, Spain: **Add message** | Report
Once there was a boy in the seat in front of me. He [5] ..... a game on his phone during the whole film!

Luca, Italy: **Add message** | Report
We sat next to a family. They [6] ..... popcorn all the time and they [7] ..... lots of noise. They [8] ..... about anyone else in the cinema!

Speak up

6 What are the good and bad things about watching a film at the cinema?

game on

What were you doing?

Work in pairs. What were you doing yesterday at these times? Write four true sentences and one false sentence. Can your partner guess which one is false?

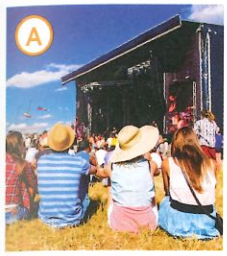
- 7 a.m.
- 2 p.m.
- 9 p.m.
- 12.30 p.m.
- 6.30 p.m.
- 11.30 p.m.

VOCABULARY

entertainment

1 Match the photos (A–E) with these words.

art exhibition classical concert music festival
open-air theatre talent show



2 5.4 Where are they? Listen and match the conversations (1–3) with three of the words in Ex 1.

3 5.5 Complete the conversations with these adjectives. Listen again and check your answers.

awesome boring excellent funny great kind
strange terrible

1 **A:** So what did you think?
B: It was [1]..... ! The play was so [2]..... . I was laughing nearly the whole time!
A: Me too. I thought the actors were [3]..... ! Shall we go and get something to eat now?
B: Yes, please. I'm really hungry!

2 **A:** You didn't enjoy it, did you? You were playing on your phone a lot. Did you think it was [4]..... ?
B: No, it was [5]..... . I was looking on the internet for more information about some of the paintings.

3 **A:** That band was a bit [6]..... . Their songs were very slow, and everyone stopped dancing.
B: I think you're being very [7]..... . They were [8]..... ! Hopefully, the next band will be better and it won't start raining.

explore **language**

You can make nouns from verbs by adding *-or*, *-r* or *-er*.
act (*v*) – act**or** (*n*) sing (*v*) – sing**er** (*n*)
dance (*v*) – dance**r** (*n*)
You can also make nouns by adding *-ian* or *-ist*.
magic (*n*) – magic**ian** (*n*) art (*n*) – art**ist** (*n*)
comedy (*n*) – comed**ian** (*n*) guitar (*n*) – guitar**ist** (*n*)

4 e Read the language box. Choose the correct answer (A, B or C) for each gap.

The world's **most successful** reality show

Simon Cowell's *Got Talent* TV show is in [1]..... *Guinness World Records*. It is the most successful talent [2]..... in the world. The entertainment show is in fifty-eight different countries. The latest countries to have the TV show are Kazakhstan, Brazil and Iceland. Many different artists perform on the show [3]..... the world. A nine-year-old opera [4]..... won *Holland's Got Talent* and SIMA, a Syrian group of dancers, won *Arabs Got Talent*. There are also more unusual acts on the show. For example, an artist in Poland [5]..... a story by painting with sand. Another unusual act was a musician in Brazil. Domingues da Palha isn't a [6]..... – in fact, he doesn't play any normal instrument. He makes music with coconut leaves!

1	**A** the	**B** a	**C** some
2	**A** play	**B** show	**C** act
3	**A** on	**B** to	**C** around
4	**A** singer	**B** comedian	**C** magician
5	**A** said	**B** spoke	**C** told
6	**A** guitarist	**B** dancer	**C** musician

Speak up

5 Are talent shows popular in your country? What do/don't you like about these kinds of shows?

game on

Who am I?

Close your books. Imagine you have one of the jobs in the language box. Describe what you do. The other students say what you are.

A: I'm very funny and I make people laugh.
B: Are you a comedian?

If something 'works like magic', it works very well.

LISTENING

Power up

1 Do you like listening to music with your friends? Why/Why not?

2 Why do you think people enjoy music festivals? Think about these things.

- hanging out with friends
- seeing favourite bands
- discovering new music
- being outside

Listen up

exam tip: multiple choice (pictures)

You will hear all three options (A, B and C) in the conversations. Listen carefully for the correct answer. Don't just choose the first option you hear.

3 e 5.6 Listen to five conversations and choose the correct picture (A, B or C).

1 Where is Matthew's festival ticket?

A
B
C

2 Where did Julia go yesterday?

A
B

C

3 How much is a ticket for the school concert?

A

B

C

4 What did Hannah buy at the rock concert?

A
B
C

5 What time does the talent show start?

A
B
C

4 5.7 Listen again and answer the questions.

1. Why did Matthew's mum move his festival ticket?
2. How did Julia feel yesterday evening?
3. Where does Elizabeth's dad look for money?
4. What did Hannah want to buy at the rock concert? And why didn't she?
5. What does Emily need to do before she leaves the house?

explore grammar ➥ p136

past continuous and past simple

for actions happening when another thing happened

It **was raining** when we **left** for the theatre.

I **put** it on the kitchen table when you **were cooking** yesterday.

5 Read the grammar box. Complete the sentences with the past simple or past continuous form of the verbs in brackets.

1. Charlotte ..... (dance) when she ..... (see) Tom at the festival.
2. They ..... (watch) a horror film when they ..... (hear) a loud noise.
3. The magician ..... (do) a magic trick when his rabbit ..... (run) away.
4. My friend ..... (text) me when I ..... (make) lunch.
5. The musicians ..... (play) when we ..... (arrive) at the concert.
6. I ..... (take) a photo of Adam when he ..... (not/look).

Speak up

6 Answer the questions.

1. What were you doing when you first met your best friend?
2. Can you remember what you were wearing on your last birthday?

The only thing that goes faster than light is the weekend!

SPEAKING

Power up

1 Which of these things would you like to do with your friends? Why? Put them in order of preference (1 = like most 6 = like least).

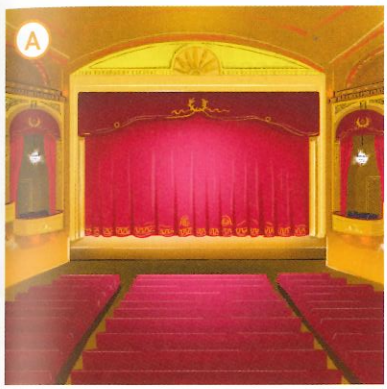
★ ★ ★ ★ ★

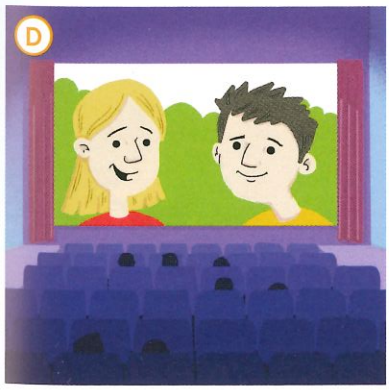
Love it OR leave it?

- watch a talent show
- go to a museum
- go to the cinema
- go to a sports event
- go to a concert
- go dancing

Speak up

2 5.8 Look at the pictures and listen to two students, Alicia and Marco. Which weekend activities (A–E) does Alicia like? Which does Marco like?





3 5.9 Listen again and answer the questions.

1 Why does Alicia like festivals?
2 Why doesn't Alicia like the theatre?
3 Why does Alicia like going to restaurants?
4 Why does Marco often go to a restaurant at the weekend?
5 Why doesn't Marco like art exhibitions?

4 5.10 Listen to Alicia and Marco. What question does the reporter ask them? What are their answers?

explore **language**

saying how you feel about something

prefer/enjoy + -ing / prefer + noun

I **prefer going** to the cinema because it's fun.

I **prefer festivals** because I love music.

I don't really **enjoy going** to art exhibitions.

I **enjoy sports events**.

we use 'I think …' to express our opinion

I think the theatre is a bit boring.

exam tip: **discussion** ➥ p148

Remember to say why you like or don't like something. Make your answers longer by giving a reason.

5 e Work in pairs. Ask and answer the questions about weekend activities. Use the language box and exam tip to help you.

1 What is more fun: listening to music at home with friends or at a concert?
2 What do you like doing when the weather is bad?

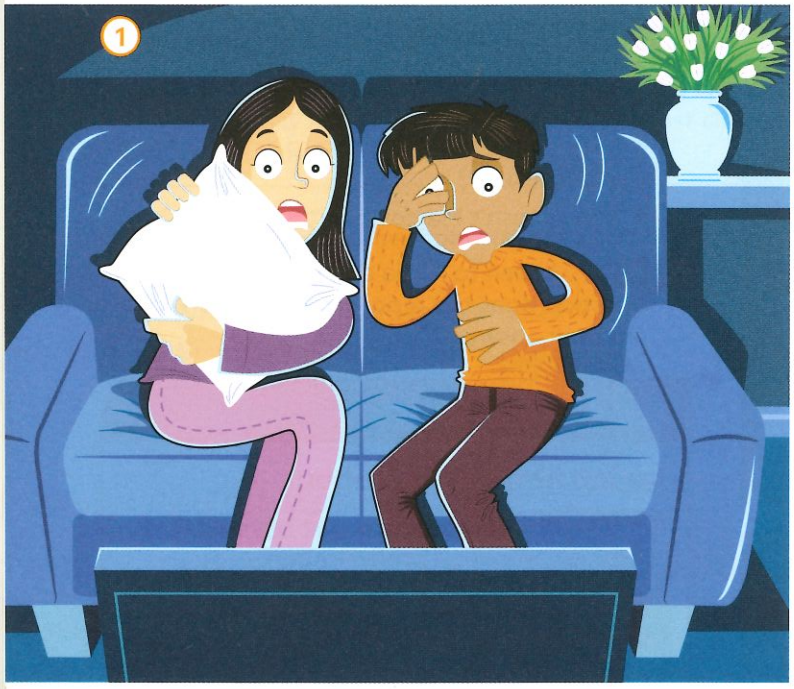
WRITING

Power up

1 What kinds of stories do you like?

- scary
- funny
- happy
- strange
- exciting
- true

2 Work in pairs. Look at the pictures below (1–3). What do you think is happening? Make a story using only 7 sentences. Compare your ideas with another pair.



3 Put the sentences (A–G) in the correct order. Is the story similar to the one you made in Ex 2?

A We jumped out of our seats. We were feeling scared! What was in the room? We saw something black moving quickly.

B A few seconds later we saw Emma's cat.

C We were watching the film in the dark. It was a really awesome horror film.

D At the end of the film we suddenly heard a loud noise.

E Then a vase fell on the floor by the sofa. It broke into pieces.

F It walked out from behind the sofa and we started laughing.

G Last Saturday evening I went to my friend Emma's house. We were having pizza and watching a film.

4 Read the useful language. What words/phrases in the story in Ex 3 say when things happened?

useful **language**

talking about when things happened in a story

last Saturday/week/month	the next day
at the beginning/end of the evening	then
that morning/afternoon/evening	later
a few minutes later	in the end

5 Answer the questions about the story.

1 When did they watch the film?
2 When did they hear the noise?
3 When did they see Emma's cat?

6 Choose the best title (A or B) for the story.

A Scary movie night! **B** Emma's pet cat

Plan on

7 Look at the pictures (A–C). What is happening in each picture?

8 Match the phrases (1–5) with the pictures (A–C).

1 girls point to Daniel's bag; girls look angry
2 Daniel's face goes red; George laughs at his friend
3 Daniel and George watch a film at the cinema
4 Daniel sees his mobile phone; it rings; Daniel feels really bad
5 Daniel and George hear someone's phone; feel angry; look at girls

Write on

9 Choose the best title (A or B) for Daniel and George's story.

A Switch your phone off!
B I don't like cinemas!

10 **e** Read the exam tip. Write a story about Daniel and George. Write 25 words or more.

exam tip: story ➥ p150

Remember to write about what's happening in all of the pictures.

Improve it

11 Read your story. Check that:

- it has an appropriate title.
- it has the past continuous to describe what was happening.
- it has different adjectives (*it was funny, it was dark, a strange thing happened*, etc.).
- it has some time expressions (*last week, the next day, then*, etc.).

12 Read your story again and look at any new words you used. Did you spell them correctly?

SWITCH ON

Let me tell you a story

1 Work in pairs. What are some popular stories in your country?

2 Watch the clip. Put these things in the order they are mentioned.

theatre	☐	virtual reality	☐
video	☐	moving images/cinema	☐
cave drawings	1		

3 Watch again. According to the video, are the sentences true (T) or false (F)?

1. Cave drawings tell us about events that were important to humans.
2. Theatre was not popular in Shakespeare's time.
3. Cinema was created to tell stories to more people.
4. Virtual reality brings stories closer to real life.

Project

4 Work in groups. Think of two or more stories from films, books, TV, etc. You work for a film production company and are presenting your idea for a new film. Use two or more stories to create a summary for your film pitch. Think about these things:

- Is your film funny/scary/strange?
- Who are the main characters?
- What happens at the beginning, middle and end?

5 Present your film idea to the class. Decide which summary is the most creative.

INDEPENDENT LEARNING

Speaking skills

1 Work in groups. Put the activities (A–D) in order (1 = most difficult, 4 = least difficult). Share your opinions with the class.

A Sum up – talking about the cinema experiences in the article (p60) .....

B Speak up – talking about talent shows in your country (p63) .....

C Power up – saying why you think people enjoy music festivals (p64) .....

D Exam task – saying how you feel about something and explaining why (p65) .....

2 Which of these opinions about speaking do you agree with?

1. I don't speak very much because I'm afraid I'll make mistakes.
2. I find speaking easier than writing.
3. I think my pronunciation of some words isn't very clear.
4. I don't know enough words to say what I want to say.
5. I like speaking English and I don't mind making mistakes.

3 Work in pairs. Ask your partner to tell you one good thing about your speaking and one thing you need to practise more.

4 Think about your partner's comments and what you need to practise more. Identify two things you will do to improve your speaking skills. Can you think of any more?

1. Try and speak more in class. ☐
2. Listen and repeat words and phrases to improve my pronunciation. ☐
3. Worry less about making mistakes. ☐
4. Make my sentences longer by giving reasons for my opinions. ☐

UNIT CHECK

Wordlist

Entertainment
action film (*n*)
actor (*n*)
actress (*n*)
animated film (*n*)
art exhibition (*n*)
artist (*n*)
character (*n*)
classical concert (*n*)
comedian (*n*)
comedy film (*n*)
concert (*n*)
dancer (*n*)
documentary film (*n*)
game console (*n*)
guitarist (*n*)
horror film (*n*)
magician (*n*)
music festival (*n*)
musician (*n*)
open-air theatre (*n*)
romantic film (*n*)
science fiction (sci-fi) film (*n*)
singer (*n*)
talent show (*n*)
virtual reality (*n*)

Adjectives
awesome
boring
brave
excellent
exciting
funny
great
kind
rock
romantic
scary
strange
successful
terrible
true
wet

Other
act (*n*)
box (*n*)
chat (*v*)
discover (*v*)
electricity (*n*)
family member (*n*)
hang out (*v*)
jump (*v*)
instrument (*n*)
motorbike (*n*)
play (*v*)
perform (*v*)
popcorn (*n*)
reporter (*n*)
seat (*n*)
sign (*n*)
sit (*v*)
vase (*n*)

Practice

1 Find the following in the wordlist.

1 five types of people
2 five types of films
3 three types of music

2 Match 1–5 with A–E to make sentences.

1 We had the best
2 My friend was texting
3 She was really looking forward
4 At ten o'clock this morning
5 Sam prefers going to

A festivals because he loves music.
B I was uploading pictures and chatting on Instagram.
C seats at the cinema.
D to performing in the talent show.
E me when I was cooking dinner.

3 Choose the correct words to complete the sentences.

1 We went to a great **music festival / talent show**. There were twenty different bands – it was awesome!
2 Mark was walking round an **art exhibition / open-air theatre** when he saw Katy. She was looking at a painting by Van Gogh.
3 I love **talent shows / concerts**! I enjoy watching all the different acts, from magicians to dancers.
4 We didn't have a very good time at the **open-air theatre / art exhibition**. The play was good, but it rained and we got wet.
5 I saw my favourite rock band in a **concert / talent show** on Saturday. There were 90,000 people to watch them play!

4 5.11 Listen and complete the sentences with words or phrases from the wordlist.

1 Otto is a very good ..... . He plays the piano and guitar really well.
2 We had the best ..... in the theatre! We were really close to the actors.
3 The comedy was really ..... ! We were laughing so much it hurt!
4 My brother wants to be an ..... . His dream is to be in a Hollywood film.
5 The play was ..... . The actors were really bad and the story was boring.
6 The best ..... in the talent show was the girl who danced with her dog.

5 5.12 Listen again and check your answers.

UNIT CHECK

Review

1 **Complete the sentences with *was, were, wasn't* or *weren't*.**

1 Why ..... Peter crying?
2 They ..... at the party. They were studying for an exam.
3 Ben and Emily ..... watching a play at the open-air theatre.
4 It ..... a comedy film – it was really scary!
5 Tess and Elliot ..... listening to a band at the music festival.
6 What ..... you doing at the weekend?

2 **Complete the sentences with the past continuous form of the verbs in brackets.**

1 We ..... (watch) a horror film.
2 They ..... (buy) tickets for the show.
3 Bethany ..... (not sing) in the talent show.
4 I ..... (play) my guitar.
5 You ..... (not dance) at the party.
6 He ..... (look) at a painting.

3 5.13 **Listen and complete the conversations with the past continuous form of these verbs.**

dance do practise talk try visit watch wear

1 **A:** What ..... you ..... after school yesterday? I called you, but you weren't home.
B: I was at drama club. We ..... for the play next week.
2 **A:** What ..... you ..... on TV last night?
B: It was a science fiction film. They ..... to save the planet from aliens!
3 **A:** Who ..... Oliver ..... to at the festival on Saturday?
B: It was his cousin Jack. He ..... for the weekend.
4 **A:** What ..... Anna ..... at the rock concert?
B: A black dress and boots. She looked really cool. She ..... all night!

4 **Complete the blog. Write one word for each gap.**

The surprise star

There [1]..... a popular talent show on TV in my country. Last Saturday I [2]..... watching the show with my family. It was the usual kind of show. There was a group [3]..... young musicians; they were [4]..... the violin and piano. Then there was a young singer; she was great, but I [5]..... getting bored. But then the last person came on. He was [6]..... Marvin the magician. He did magic tricks with playing cards. But he was terrible! He [7]..... dropping the cards the whole time. He was always [8]..... mistakes with his magic tricks. He was really a comedian because he was so funny. We [9]..... all laughing – even my dad, and he usually doesn't like talent shows. Of course, Marvin the magician was [10]..... winner of the show.

5 **Make sentences using the past simple and past continuous.**

1 they / watch / a film / when / Henry / fall / asleep
2 the talent show / start / when / I / switch on / the TV
3 I / listen / to music / when / you / call / me
4 he / walk / in London / when / he / see / the famous actor
5 we / visit / a museum / when / we / hear / the news
6 she / cry / when / the romantic film / finish

6 **Write a message to a friend. In your message, tell your friend about a famous person you saw this morning. Say what you were doing and what the famous person was doing.**

"Sometimes **the journey** is the **best bit**!"

Look at the photo and answer the questions.

1. How many types of transport can you name?
2. What is your favourite way to travel?
3. Describe your favourite journey.

6 Are we there yet?

READING
topic: How do you like to travel?
skill: reading for specific detail
task: multiple choice

GRAMMAR
talking about the future: *be going to* and *will*
present continuous for future

VOCABULARY
travel and transport
travel verbs

LISTENING
topic: What makes your holidays fun?
skill: identifying information in a conversation
task: matching

SPEAKING
topic: Do you prefer winter or summer holidays?
skill: asking about the future
task: talk about plans

WRITING
topic: school trips
skill: answering three content points
task: an email

SWITCH ON
video: underwater adventures
project: class holiday plan

READING

Power up

1 Look at the photos (A–C). What's the best way to see a new country? Why?

2 Which type of transport would be best for seeing your country? Why?

Read on

3 Read the interview. Put the photos (A–C) in the order Santiago talks about them (1–3).

4 **e** Read the interview again. Choose the correct answer (A, B or C).

exam tip: multiple choice

Read the question/stem and the options. Then find the part of the text that has the information you need.

1 What does Santiago say about his parents?
- **A** They like living in Wales.
- **B** They met in Argentina.
- **C** They come from different countries.

2 What weather does Santiago like?
- **A** cold weather
- **B** warm weather
- **C** hot weather

3 Santiago's coach journey was
- **A** boring.
- **B** short.
- **C** slow.

4 What does Santiago like most about electric tuk tuks?
- **A** They're small.
- **B** They're quiet.
- **C** They're fast.

5 What's the best thing to take with you when you travel?
- **A** something to drink
- **B** something to eat
- **C** something to listen to

Sum up

5 Work in pairs. Close your books. How many facts about Santiago can you remember in one minute? You get one point for each fact!

Speak up

6 Work in pairs. Make a list of the ten most useful things you take with you on holiday (e.g. trainers, headphones). Compare your ideas with the rest of the class.

New York was the first city to have yellow taxis. It was easier for customers to see yellow cars.

How do you like to travel?

Four legs, four wheels or maybe something else.

In this month's TeenTravels we talk to Santiago about how he likes (and doesn't like!) to get around.

Do you enjoy travelling?

Definitely! I live in Wales. Mum's Welsh, but Dad comes from Argentina. We go there twice a year to visit family, but also because they both enjoy getting away to other countries. This year we're going to travel around Morocco. Will it be very warm? Yes, it will. It's a shame because it will be very hot. I think cold weather's better for travelling. But I'll still have a good time. I'm going to ride a camel in the Atlas Mountains. Do you know that camels can last seventeen days without water? When they start drinking they can drink more than 100 litres in one go!

What type of transport do you prefer?

I like anything that's fast such as a high-speed train. I'm not a big fan of coaches except for short journeys. Once I went away with my basketball team. We travelled all night on a coach. It was comfortable, but there wasn't anything interesting to see. It was too dark. I'm not going to do that again.

What countries are you going to visit in the future?

Portugal, because I want to ride in an electric tuk tuk – it's like a small car, but with three wheels! The best thing about the tuk tuks in Portugal is that they don't make much noise. It won't be the quickest way to travel, but it'll be fun.

What is important to take with you when you're travelling?

Ah, that's difficult. I always have my mobile, headphones and a pillow for long journeys. I suppose snacks are important too. It's better to be bored than hungry. And most of all, don't forget to take lots of water!

GRAMMAR

1 Complete the grammar box below with these words/phrases.

are you going to 're going to will won't be

explore **grammar** ➥ p138

talking about the future

A *be going to*

for intentions or things we have decided to do

This year we [1] ..... travel around Morocco.

I**'m not going to** go on holiday next year.

Which countries [2] ..... visit in the future?

B *will*

for predictions or things we think or know will happen

I think it **will be** very cold at night.

It [3] ..... the fastest way to travel.

[4] ..... it **be** hot?

2 6.1 Watch or listen to six people. Which question does each speaker answer?

1 Will you live in another country?
2 What are you going to do this summer?

A ..... D .....
B ..... E .....
C ..... F .....

3 6.2 Watch or listen and complete the sentences with the correct form of *be going to* or *will* and the missing verbs.

1 I ..... in Australia.
2 I ..... my uncle in Italy.
3 I ..... in another country, but I ..... a lot.
4 I think I ..... in Portugal.
5 I ..... anything this summer.
6 I ..... my family in France.

4 Make sentences using the verbs in brackets. Which sentences are plans (Pl)? Which are predictions (Pr)? Are the sentences true for you?

1 my friend / come / on holiday with me next summer (going to)
2 I think / we / have / a school trip soon (will)
3 my parents / drive / me to school tomorrow (will not)
4 I / see / my friends this evening (not going to)
5 I don't think we / have / any homework tonight (will)

5 Look at the photo in the article below. What do you think it is?

6 Complete the article with these words.

are you going to 're going to will (x3) won't

Is it a **bike** or is it a **plane**?

You enjoy cycling and you love planes. We think you [1] ..... love the flying bike! Computers do all the work on this bike, so it [2] ..... be difficult to ride at all. Of course, there are a few problems with this new idea. It's bigger than the usual bike. You can get one, but where [3] ..... keep it? Also, the bike can only fly for 30–40 minutes. We [4] ..... try it for you this weekend. We can't wait! [5] ..... the flying bike be in the shops soon? Maybe not, but we [6] ..... be very excited when it is.

Speak up

7 Work in pairs. Take turns to talk about your future plans and predictions. Start with these phrases.

At the weekend, ... In five years, ... Next summer, ...
When I finish school, ... When I'm twenty-five, ...

The shortest journey between two London underground stations takes twenty seconds (it's 260 metres)!

VOCABULARY

travel and transport

1 6.3 Listen and match the sounds of different types of transport to these words. Work in pairs and compare your answers.

bike coach ferry helicopter motorbike plane ship train tram underground

2 Write the words from Ex 1 in the correct group.

air	sea	land

3 Match the types of transport (A–J) with these verbs.

drive fly ride sail take

explore **language**

You can also use the verb *go* to talk about how you travel somewhere.

I **go** by car/train/bus. I **go** on foot.

When you are a passenger and you buy a ticket, you can use *take*, *catch* or *get*.

I got the bus to school.

Note:

I'm **flying to** Paris. (= I'm going to Paris by plane.)

He's **flying a plane** over the Mediterranean. (= He's the pilot.)

4 Read the language box. Complete the sentences with these verbs.

catch drive fly go ride sail

1 I always ..... my bike to school.
2 Do you want to ..... by train to London?
3 I'm going to learn to ..... a boat in the summer.
4 My brother doesn't ..... because he's scared of planes.
5 Will you ..... the bus to the concert?
6 Elena's mum knows how to ..... a train. It's her job.

5 6.4 Where are they? Listen and match the conversations (1–4) with these places. There are two extra places.

airport bus stop car park platform port train station

6 Choose the correct words to complete the blog.

My magical trip to
London!

Hi, I'm Camila and I'm from Spain. Last summer I [1]**went / took** by plane to London with my parents. When we arrived at the [2]**airport / port**, I was very excited because I was in London. We [3]**flew / caught** a fast train to the city centre. Then we took the [4]**tram / underground**, but I didn't like it. I couldn't see the sky! Finally, we arrived at an international [5]**train station / car park** called King's Cross. It was busy and lots of people were waiting for trains on the different [6]**bus stops / platforms**. But we soon found the one we wanted. Can you guess which one it was?

game on
How do you get there?

Choose a place in your country or a different country. The rest of the class tell you how to get there. Who has the best idea?

A: Madrid.

B: Ah, you can go by plane.

C: Yes, or you can take the fast train!

6 Are we there yet?

LISTENING

Power up

1 Look at the photos of people on holiday. What are they enjoying about their holiday?

2 What makes your holidays fun? Think about these things.

experiences food people transport
weather sight-seeing

Listen up

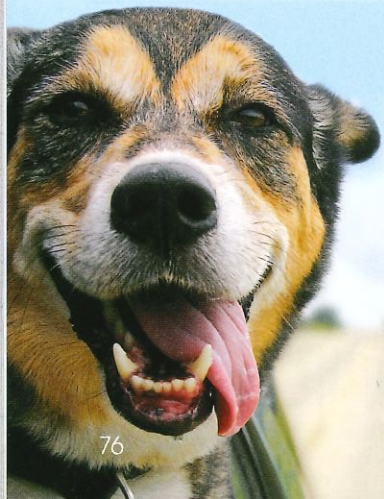
3 6.5 Listen to Dan talking to Ava about holiday plans. What do we know about the dog?

exam tip: matching

Remember you will hear the options on the left in the same order they are in the list. You may hear more than one type of transport but only one answer is correct.

4 6.6 Read the exam tip. Listen again and choose the correct answer. Which type of transport is each person going to use? Write the letter.

People	Types of transport
1 ☐ parents	A boat
2 ☐ grandma	B bus
3 ☐ brother	C coach
4 ☐ cousin	D bike
5 ☐ aunt	E train
	F car
	G motorbike



explore grammar

➥ p138

present continuous for future

Use the present continuous for definite plans in the near future.

She**'s flying** to Greece today.
She **isn't going** with them.
Is your aunt **visiting** soon?

5 Read the grammar box. Complete the sentences with the present continuous form of these verbs.

catch fly lend meet not have travel

1 She doesn't like the train, so she ..... to France this time.
2 They ..... a big holiday this year.
3 What time ..... you ..... your friends?
4 I ..... the bus into town later.
5 My sister ..... me her camera for the holiday.
6 We ..... to the USA next month.

Speak up

6 What are you doing this weekend? Do a survey in class and talk about the results. Is anybody doing something unusual/exciting? Use these ideas to help you.

do sport go out make pizza
meet friends study for an exam

SPEAKING

Power up

1 Do you prefer the school holidays in winter or in summer? Why?

2 Look at the photo on this page. Where do you think it is?

3 Read the conversation quickly and check your ideas.

Kate: Are you [1]..... here for the holidays, Abel?

Abel: No, I'm [2]..... to my grandma's. We always visit her in Iceland in winter.

Kate: [3]..... are you going to do there?

Abel: She lives near an outdoor swimming pool, so I'm going [4]..... swim every day.

Kate: Brilliant. There'll be lots of snow.

Abel: I know, but the water will be hot. [5]..... about you?

Kate: Oh, my cousin's coming. We're going shopping. When [6]..... you leaving?

Abel: Tomorrow. I can't wait! My gran's food is amazing.

Kate: Lucky you. You'll have a great time!

4 6.7 Listen and complete the conversation in Ex 3.

5 Work in pairs. Have a conversation like the one in Ex 3. Talk about where you're staying on holiday, who you're staying with and what you're going to do.

6 Are these winter activities, summer activities or both? Write them in the correct group(s). Compare your answers with a partner.

go camping drive to the beach go on a boat trip
go on a sleepover go shopping go swimming
learn a language ride a bike watch a film

winter	summer

7 Put the words in the correct order to make questions about plans. Then work in pairs. Ask and answer the questions.

1 what / in the school holidays / are / doing / you?
2 are / who / going to / you / see?
3 travel / will / you / by train?
4 staying / you / where / are?
5 you / going to / what / eat / are?
6 be / fun / it / will?

Speak up

useful **language**

asking about the future

What are you doing?
When are you going/leaving?
Where are you staying?
What are you going to do/see?
Will it be hot/cold?
What about you? / How about you?

commenting on someone's ideas

Brilliant! Amazing! Lucky you! That's fun/great/cool. That sounds good.

8 e Work in pairs. Talk about your plans for the school holidays. Use the questions in Ex 7 and the useful language to help you.

Student A

You and a friend are going to do a language course in the school holidays. You will stay with your cousins in London.

Student B

You are going to spend the weekend in the mountains with your family. It's summer and the weather is nice. You will camp when you're there.

9 What are the best and worst things about staying with family or friends on holiday?

WRITING

Power up

1 Look at the photos of school trips. What can you learn on these trips?

2 What is your favourite type of school trip? Why?

3 Read the texts. Choose the correct answers.

(1)

Museum of Flight

Special price tickets for groups of ten.
Transport included.

A You will enjoy this if you travel in a group.
B You can choose how you get to the museum.
C The price is for the museum and the transport.

(2)

Olivia
Hi Sophia! I found some cheap coach tickets online for us! Can you call me this evening to talk about them?

A Olivia thinks Sophia should look on the internet for coach tickets.
B Olivia wants Sophia to contact her about the tickets.
C Olivia hopes Sophia can visit her this evening.

(3)

Charlie
Dan, the coach is leaving in ten minutes. Will you be here soon? I can ask the coach driver to wait for you.

A Charlie wants to know how long Dan will be.
B Charlie knows the coach driver can wait for Dan.
C Charlie is sure that Dan will arrive soon.

4 Complete the email with these prepositions.

at by in on to

To: **Sophia** From: **Olivia**

Hi Sophia,

Did you get my text? I'm going on a school trip tomorrow [1]..... the lake. We're travelling [2]..... coach. It leaves [3]..... three o'clock [4]..... the afternoon. We're going on a boat trip when we get there. I'll tell you all about it [5]..... Saturday.

See you soon,

Olivia

5 Complete the sentences with *at, by, in, on* or *to*. Are the sentences true for you?

1 I'm going home ..... two o'clock today.
2 ..... Saturday I'm going to visit my grandparents.
3 My friends and I text each other ..... the evening.
4 I enjoy travelling ..... train.
5 Our next school trip is ..... a museum.

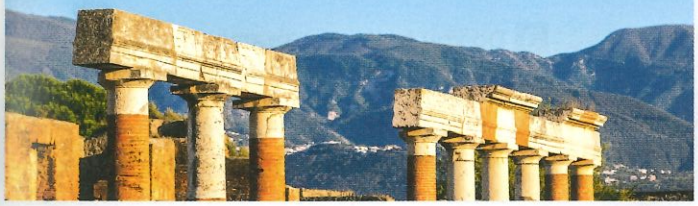
Plan on

6 Read the poster for a school trip. What do you think you will see/do on this trip?

HISTORY DEPARTMENT

We're going to Pompeii, Italy!

- Five days: Monday–Friday
- Fly to Naples
- Four nights camping near the beach
- Trip includes: visiting the famous city, going shopping in Naples



7 Complete the notes with information from the poster in Ex 6.

1 The school trip will be to ..... .
2 It will be from ..... to ..... .
3 We're travelling to Naples by ..... .
4 We're going to ..... near the beach.
5 We're going to ..... famous city.
6 We're ..... shopping in Naples.

explore **language**

travel words: *travel, journey* or *trip*?

travel (*v*)

I want to **travel** around Mexico.

journey (*n*)

I usually read on the **journey** to school. A →→→ B

trip (*n*)

There's a school **trip** next week to the museum. A ⇆ B

Note: We can say *go on/take a trip*.

8 Read the language box. Then work in pairs. Ask and answer the questions.

1 Where would you like to travel to?
2 How long is your journey to school?
3 Where was your last school trip to?

Write on

9 Read the exam tip. Look at the email in Ex 4 again. What things does Olivia mention in her email? How does Olivia start and finish it?

exam tip: email ➥ p149

In your email, you must write about three things. Read the instructions carefully.

10 **e** You want to tell your English friend Nina about a school trip you're going on. Write an email to her. In the email, tell her:

- where you're going.
- how you will travel there.
- what you're going to do.

Write 25 words or more.

Improve it

11 Read your email again. Check that:

- it begins and ends with the right words.
- it gives all the information.
- it uses future forms.
- it uses words from this unit.

SWITCH ON

Underwater adventures

1 Work in pairs. Which of these holidays would you prefer? Why?

beach holiday adventure holiday diving holiday
skiing holiday camping holiday

2 Watch the clip. Match the locations (1–4) with the activities (A–D).

1 Bahamas	**A** scuba diving
2 Aruba	**B** go in a submarine
3 British Virgin Islands	**C** scuba diving in the dark
4 Treasure Island	**D** go on a boat trip

3 Watch again and answer the questions.

1. Why is the team travelling to the Caribbean?
2. What do they do in the submarine?
3. What is the difference between the coral in the Bahamas and the coral in Aruba?
4. What is the history of Treasure Island?
5. What did they see in the cave?

4 Work in pairs. What natural wonder would you most like to see in the world?

Project

5 Work in small groups. You are going to plan a one-week class holiday in your country. Think about these things:

- Where will you go?
- Where will you stay?
- What will you do?
- What will you eat?

6 Research places you will visit. Present your plan to the class. Use video, images, posters, leaflets, etc.

INDEPENDENT LEARNING

Grammar and vocabulary

1 Work in groups. Write down topics you remember from Units 1–6. Make a list of as many words as you can remember for each unit. Share your list with the group.

2 Think about the grammar areas you liked/didn't like in Units 1–6 and why. Identify the sentences that are true for you.

1. I know the difference between the present simple and present continuous. ☐
2. I can talk about the past using the past simple. ☐
3. I know how to form comparative and superlative adjectives. ☐
4. I can describe actions that were happening in the past. ☐
5. I can talk about future plans and intentions. ☐

3 Do you find some grammar areas more challenging than others? Why/Why not?

4 Work in pairs. Choose one or two wordlists from Units 1–6. Look at the wordlists together and talk about which words you find difficult/easy to use. Are the words difficult to remember?

5 How can you improve your grammar and vocabulary? Complete the note with two more ideas.

I must remember to:

- *check the irregular verbs list at the back of the book*
- *highlight words that are difficult in the wordlist*
- .....
- .....

UNIT CHECK

Wordlist

Activities
drive to the beach
go on a sleepover
go shopping
go swimming
learn a language
ride a bike
scuba diving
watch a film

Types of transport
bike (*n*)
coach (*n*)
ferry (*n*)
helicopter (*n*)
motorbike (*n*)
plane (*n*)
ship (*n*)
submarine (*n*)
train (*n*)
tram (*n*)
underground (*n*)

Transport verbs
catch
drive
fly
get
go
ride
sail
take
travel

Transport collocations
catch/get/take the train/bus
get around
go by car/train/bus
go on a boat trip
go on foot

Adjectives
comfortable
fast
high-speed
short
slow

Places
airport (*n*)
bus stop (*n*)
car park (*n*)
coach/train station (*n*)
platform (*n*)
port (*n*)

Other
camp (*v*)
camel (*n*)
cave (*n*)
flight (*n*)
journey (*n*)
lend (*v*)
meet (*v*)
passenger (*n*)
pillow (*n*)
railway (*n*)
snack (*n*)
bus/train/coach ticket (*n*)
trip (*n*)
tuk tuk (*n*)
wheel (*n*)

Practice

1 Find the following in the wordlist.

1 five types of transport with wheels
2 two types of sea transport
3 a place where you:
A leave your car
B wait for a train
C catch a plane

2 Match 1–5 with A–E to make sentences.

1 I always bring my headphones
2 He's flying
3 We're going to
4 She won't live
5 My brother and his friends are

A catching a boat to the island.
B to Portugal next week.
C in another country, but she'll travel a lot.
D on long journeys.
E spend the school holidays camping.

3 Choose the correct words to complete the sentences.

1 Sam doesn't want to fly to France because he doesn't like **planes** / **trains**.
2 I want some fresh air, so I'm going to go to the shops **by car** / **on foot**.
3 What time do you want to **ride** / **get** the train?
4 We're going on a **trip** / **journey** to the museum today.
5 I want to learn to **drive** / **sail** a boat when I'm older.
6 I'd like to **travel** / **trip** around the world one day.

4 6.8 Listen and complete the sentences with words or phrases from the wordlist.

1 The ..... is closed now, but we can buy our coach tickets online.
2 They ..... the underground into the city centre.
3 Jack and his friends are planning a ..... on the lake at the weekend.
4 My parents never travel by ..... because they get seasick.
5 They waited at the ..... for half an hour, but the bus didn't arrive.
6 They're going to ..... around the world next year.

UNIT CHECK

Review

1 Complete the sentences with the correct form of *be going to*.

1 Jake and Emily aren't going to study in Spain this summer. They ..... study in Italy!
2 Our teacher ..... plan a school trip for us.
3 I ..... get the bus to school tomorrow. I ..... walk!
4 ..... you ..... take your camera on holiday?
5 We ..... meet our cousin at the airport.
6 ..... she ..... see her friends tonight?

2 Write short answers.

1 **A:** Will you take a taxi to the station? ✓ **B:** .....
2 **A:** Will they arrive at the hotel soon? ✗ **B:** .....
3 **A:** Will he take his bike on holiday? ✗ **B:** .....
4 **A:** Will it be warm in France? ✓ **B:** .....
5 **A:** Will Dan go with them? ✗ **B:** .....
6 **A:** Will your mum drive us home? ✓ **B:** .....

3 Match the questions (1–6) with the answers (A–F).

1 Are you catching the bus home? **A** Yes, they will.
2 Will they buy their tickets online? **B** Yes, they are.
3 Will the journey be comfortable? **C** No, I'm not.
4 Are they going on foot? **D** No, he isn't.
5 Is she going to sleep on the train? **E** No, it won't.
6 Is he going to buy a new bike? **F** Yes, she is.

4 6.9 Listen to Max and Ana talking about a school trip. Complete the sentences with the correct future forms.

1 Ana ..... to New York on Sunday.
2 She ..... with her history class.
3 The weather ..... cold.
4 Ana ..... lots of warm clothes.
5 She ..... lots of photos online.
6 Max ..... to Mexico next year.
7 Mexico ..... sunny.

5 Complete the sentences with these verbs.

'm going 're sailing 're taking
are catching is driving is riding

1 Amy and Adam ..... the bus to the next stop.
2 My brother ..... his motorbike across Europe this summer.
3 I ..... on foot to the town centre. I need some exercise.
4 My dad ..... Mike and I to school today.
5 They ..... their bikes on the ferry.
6 We ..... around the Mediterranean in a big ship.

6 Read the email and write the correct answer in each gap. Write one word for each gap.

To: **Grace** From: **Oscar**

Hi Grace,

Thanks for your text about the train ticket. My dad's going [1] ..... buy it tonight with his card. It was cheaper [2] ..... the one I saw last week. My best friend, Ben, [3] ..... going to lend me his rucksack for the trip. I think we'll [4] ..... a great time camping.

This afternoon I'm getting the bus [5] ..... the beach. I'm [6] ..... on a boat trip with some friends. I can't wait.

See you next week!

Oscar

7 Write a paragraph about your plans for Saturday. Do you like Saturdays? Why/Why not? What are you going to do in the morning, afternoon and evening?

“It’s all about **having fun**!”

Look at the photo and answer the questions.

1 What kind of exercise/sport do you find fun?

2 Do you prefer doing exercise and sport with friends or alone? Why?

7 Team spirit

READING
topic: sport lessons
skill: extracting factual information from simple texts
task: multiple-choice cloze

GRAMMAR
ability: *can/could*
possibility: *can*
obligation: *have to/had to*

VOCABULARY
sports and equipment
sports collocations

LISTENING
topic: sport
skill: extracting factual information from short, simple texts
task: multiple choice (pictures)

SPEAKING
topic: sport
skill: making and replying to requests
task: make requests and replies

WRITING
topic: sport stars
skill: answering questions
task: a paragraph about a new sport or hobby

SWITCH ON
video: freestyle sports
project: new sport

READING

Power up

1 Look at the photos (A–C). What's the sport in each photo? What are the people doing?

Read on

2 Read the article below quickly. What is unusual about sports lessons at Larbert High School?

exam tip: multiple-choice cloze

Think about words that go together. For example: *play/teach/watch football* (but not *make football*).

3 e Read the exam tip. Read the article again and choose the correct answer (A, B or C) for each gap.

1	**A** make	**B** go	**C** do
2	**A** course	**B** study	**C** subject
3	**A** lose	**B** complete	**C** miss
4	**A** other	**B** empty	**C** free
5	**A** busy	**B** full	**C** fast
6	**A** only	**B** own	**C** one

SPORTS LESSONS THAT ARE NOT JUST ABOUT PLAYING SPORT

At Larbert High School, sport is not just something students [1]..... , it's something they can teach. As well as learning to play sports, students can learn other skills such as coaching. After they finish the coaching [2]..... , students can help teach sports such as swimming to primary school children. There are also courses in refereeing and sports journalism. Students who [3]..... the refereeing course can referee youth games. They can even make a bit of money doing it in their [4]..... time. There is also a sports journalism team. The skills the students learn from sports journalism also help them at school with their maths, English and DT. The sports reporters are [5]..... because there are thirty clubs for twenty different sports. The school even has its [6]..... mountain-biking track. Is this the future of all sports lessons at school?

4 Read the article below. Does Paddy enjoy being a tennis coach?

5 Read the article again and answer the questions.

1 What do some of the children find difficult at the beginning of their classes?
2 What does Paddy find hard about coaching sometimes?
3 Why does Paddy never teach alone?
4 How does Paddy think he's got better as a coach?
5 How does Paddy feel about the things the children ask him?

6 Find words or phrases in the article that have these meanings.

1 get better (*v*)
2 the thing you use to hit a tennis ball (*n*)
3 a fully-grown person (*n*)
4 easy to understand (*adj*)
5 the thing you like the most (*adj*)

Sum up

7 Work in pairs. Tell each other two things that you learned about Larbert High School and two things you learned about being a teenage tennis coach.

Speak up

8 Do you think learning coaching, refereeing and sports journalism at school is a good idea? If yes, which course would you choose to do? Why?

Meet Paddy, the teen tennis coach

Hi, my name's Paddy and I'm a tennis coach. I teach children from the age of five. When they start, most children can't hit the ball at all – it goes everywhere! Some of the children I'm teaching at the moment couldn't hold a racket properly when they started. It's great to see them improve. I find coaching quite easy, but big groups of kids can be difficult to control. Luckily, I always work with an adult – I can't teach on my own yet because of my age. I think I'm a better coach now than I was a year ago. I could explain things well, but at first the children didn't listen to me because I talked too much! Now they can understand me better because my instructions are clearer and simpler. The funny thing about the little kids I teach is that they ask loads of questions! They want to know all about me: 'What's your favourite food?' 'Can you play the guitar?' Sometimes they ask too many questions!

'The ball's in your court' means 'it's your decision now'.

GRAMMAR

1 **Read the grammar box. Which of these sentences are about ability? Which are about possibility?**

1 Can you play basketball?
2 Emma can't play tennis very well.
3 The swimming pool can be busy on Saturdays.
4 Horse riding can be dangerous.
5 I can hit the ball really hard.
6 Surfing can be difficult for beginners.

explore **grammar**

➥ p140

ability: *can/could*

A *can*: to talk about something we are/aren't able to do

+ Students **can help** teach sports.
– Most children **can't hit** the ball.
? **Can** you **play** the guitar? Yes, I **can**./No, I **can't**.

B *could:* to talk about something we were/weren't able to do in the past

+ I **could explain** things well.
– Some of the children **couldn't hold** a racket properly.

possibility: *can*

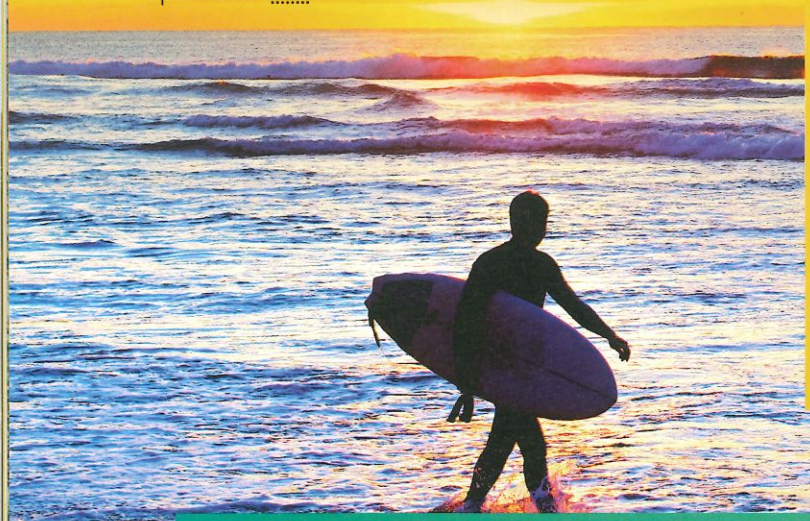
C *can:* to talk about things that are possible

Big groups of kids **can be** difficult to control.

2 7.1 **Watch or listen and match the speakers (1–5) with the questions (A–B).**

A Where can you play sports where you live?
B What sport(s) can you do well?

Speaker 1 .....
Speaker 2 .....
Speaker 3 .....
Speaker 4 .....
Speaker 5 .....



3 7.2 **Watch or listen again and complete the sentences.**

1 You ..... also ..... tennis.
2 You ..... football and basketball.
3 I ..... really well, but I ..... football very well.
4 You ..... swimming in the leisure centre.
5 I ..... very well, but I ..... basketball because I'm not that tall.

4 **Read the article and answer the questions.**

1 Where is Ishita Malaviya from?
2 Why is she famous?
3 What's her job?

5 **e** **Complete the article. Write one word for each gap.**

RIDING THE WAVES

Ishita Malaviya is India's first professional female surfer. Many professional surfers start when they're teenagers at school, but Malaviya [1] ..... not surf when she was in high school. She first started surfing when she was studying [2] ..... university. At first her parents didn't like her surfing all the time. [3] ..... didn't understand why she wanted to surf. Her mum and dad wanted her to be [4] ..... journalist. Now Malaviya has her own surfing school, and her parents [5] ..... see it was a good decision. Malaviya is especially interested in teaching girls to surf. She says [6] ..... of people in India still think girls can't do this sport because surfing is for men. Malaviya wants to change this idea.

Speak up

6 **Think of three famous sportspeople from your country. Describe them to your partner. Can they guess who they are?**

game on

Is that true?

Work in pairs. Tell your partner five things you could/couldn't do when you were five. Four things are true and one is false. Your partner guesses which one is false.

Surfing is one of the oldest sports. Stone carvings in Peru show people surfing 5,000 years ago!

VOCABULARY

sports and equipment

1 Match the pictures (A–I) with these sports.

badminton basketball cycling diving gymnastics hockey judo running skiing

2 7.3 Listen to the conversation. Match the sports with the correct verb: *do*, *play* or *go*.

1 judo
2 hockey
3 basketball
4 running
5 skiing
6 cycling
7 gymnastics

explore **language**

***practise* or *practice*?**

practise = verb	I **practise** every day.
practice = noun	I've got football **practice** this afternoon.

3 Find the sports equipment below in the photos (A–D).

ball board goggles helmet net racket swimsuit wetsuit

4 What equipment from Ex 3 do you use for these sports?

1 tennis **2** swimming **3** surfing

5 Complete the advert with these words.

answer equipment free goggles helmet racket wetsuit

SPORTS EQUIPMENT SWAP!

Saturday 3 March @ Fairfield Sports Hall

Do you want to try new sports but don't because of the cost of the [1] ..... ? Maybe you're thinking of learning to surf, but then you see the price of a [2] ..... ! Or you'd like to join a cycling club but don't have a [3] ..... ? Well, sports equipment swap is the [4] ..... !

So, what is sports equipment swap? It's a way of getting (nearly new) equipment for [5] ..... or for a very low price. At the swap you can exchange your old equipment for something you need. Maybe you have swimming [6] ..... that are too small for you or a badminton [7] ..... that you never use? Well, don't throw them away! Bring them to a sports equipment swap!

Speak up

6 What sports are expensive to do in your country? Why are they expensive? Which sports don't cost any money?

game on

What's the sport?

Work in pairs. Take turns to think of a sport. Your partner asks three questions to guess it. The answer can only be 'yes' or 'no'.

LISTENING

Power up

1 Find someone in the class who:

1 does sport with someone in their family.
2 started a new sport last year.
3 prefers watching sport to doing sport.

Listen up

2 Read the questions in Ex 3 and look at the pictures. Read the exam tip. What type of information are you listening for in each question?

3 e 7.4 Listen to five conversations and choose the correct picture (A, B or C).

exam tip: multiple choice (pictures)

You will hear the conversations twice. If you're not sure about an answer, wait until you listen again.

1 What time will Olivia phone back?

A

B

C

2 What's Jake going to use for the first time?

A
B
C

3 What's Hannah's favourite sport?

A
B
C

4 What number has Messi got on his football shirt?

A

B

C

5 Where did Luke leave the water bottles?

A
B
C

explore grammar ➥ p140

obligation: *have to/had to*

A *have to/don't have to*: to talk about something that is/isn't necessary

We **have to do** sport at school.

You **don't have to wear** a wetsuit.

B *had to/didn't have to:* to talk about something that was/wasn't necessary

He **had to wear** a different shirt for this match.

4 Read the grammar box. Complete the text with the correct form of *have to*.

I swim in the school team and I [1]..... practise a lot. You [2]..... buy expensive equipment to swim. You just [3]..... get goggles, a swimsuit and a swimming cap. I recently [4]..... buy a new cap. I bought one online and it seemed a bit small, but I thought that was because it was new. After a while I noticed I was the only person in the pool. The coach blew her whistle. 'You [5]..... get out,' she shouted at me. 'A competition starts in two minutes.' Then I heard another swimmer tell the coach, 'She [6]..... get a proper swimming cap. She's wearing a child's cap and can't hear anything!'

Speak up

5 Work in pairs. What sports equipment do you have to have for the sports you do?

I have goggles for my swimming lessons.

game on

Sports madness!

Work in pairs. Think of three items of sport equipment. Then try to match them with as many sports as you can. Then try again with three different items. Compare your answers with the class.

SPEAKING

Power up

1 Look at the photos (1–2). What's happening in each photo? Match the photos to these questions.

A Can you help me with my wetsuit?

B Could you wait a minute, please?

2 Look at the pictures below (A–B). Read the language box. What are the people saying? Make questions and answers. Use these phrases to help you.

borrow a pen tidy up

A

B

explore **language**

requests

We often use *can* when we are asking friends and *could* when we don't know a person well or want to be polite.

Asking if you can do something

Can/Could I … ?

Asking somebody else to do something

Can/Could you … ?

Replying to a request

Yes, of course./Sure!/No problem!

I'm sorry/Sorry, but …/No, don't worry. I'm fine./I'll do it.

3 7.5 Listen and complete the conversations. Match two of them (1–4) with the photos in Ex 1 (1–2).

1 **A:** [1] ..... you wait? I've got to do up my trainers.
B: Sure, no [2] .....

2 **A:** [3] ..... borrow your goggles?
B: Sorry, [4] ..... I need them today.

3 **A:** [5] ..... get you something to eat?
B: No, don't worry. I'm [6] ..... .

4 **A:** [7] ..... help me with my wetsuit?
B: Yes, of [8] ..... !

Speak up

4 Make a list of things you can see around the classroom. How many requests and replies can you make?

The first football World Cup was won by Uruguay in 1930. There were only thirteen teams.

WRITING

Power up

1 Look at the photo. Where do you think the girls are?

2 Read the article quickly. Who wanted Joy and Miriam to play basketball? Why?

3 e Read the article again and choose the correct answer (A, B or C) for each gap.

1	**A** arrived	**B** moved	**C** stayed
2	**A** could	**B** can't	**C** couldn't
3	**A** had	**B** have	**C** haven't
4	**A** sport	**B** subject	**C** course
5	**A** tried	**B** became	**C** began

The *stars* of the BASKETBALL WORLD

Joy and Miriam Haizelden were born in China, but [1]..... to England when they were seven years old. The sisters were born with spina bifida, a condition that affects their backs. At school, they [2]..... do the usual sports activities with their friends. Their dad wanted them to be active, but he [3]..... to find something his daughters could do in a wheelchair. He soon found the perfect [4]..... for them: wheelchair basketball! They both played it well and when she was fifteen, Joy [5]..... the youngest player for the Great Britain wheelchair basketball team. Joy and Miriam now want to help others discover the world of wheelchair sports.

explore **language**

adverbs

We use adverbs to say how something happens.

A Add *-ly* to most adjectives (*slow – slowly*).
I swim **slowly**.

B Add *-ily* to adjectives ending in *-y* (*easy – easily*).
Dan's winning **easily**.

C Some adjectives don't change (*fast – fast*).
They run **fast**.

D Some adverbs are irregular (*good – well*).
She plays volleyball **well**.

4 Read the language box. Choose the correct words to complete the blog.

Hi, I'm Will. Last year my friend Sam and I joined a gym. At school, we always played football or basketball, but we played quite [1]**badly / well** – we weren't in any teams. The good thing about the gym is you don't have to play team sports [2]**well / fast** to join. I liked running and could run quite [3]**fast / quietly**. Sam could walk in the mountains for hours, but he walked [4]**easily / slowly**. We started going to the gym and we're both really fit now! But we didn't get fit [5]**well / easily** – we had to work very hard!

5 Read the blog in Ex 4 again. Answer the questions.

1 What did Will and Sam do last year?
2 What sports did Will and Sam do at school?
3 What sports can they do well?
4 What's good about going to the gym?

Plan on

6 When did you last join a club or try a new sport or activity? Who did you go with?

7 Work in pairs. Use these words to describe your activity in Ex 6.

badly easily fast quietly slowly well

Last month, I joined the chess club. I learned the rules easily but I play badly!

Last week, I tried ice-skating. I was scared and I skated really slowly!

8 Read the advert for a school magazine. What are you going to write about?

When did you last try something new?

We want to know about it!

What did you do? Why did you choose to do it? Did you enjoy it?

Write a paragraph about your experience and send it to us. The best ones will be in the school magazine next month!

Write on

9 e Write a paragraph for the advert in Ex 8. Make sure you answer all the questions in the advert. Write 25 words or more. Use the skill tip to help you.

skill tip

If you aren't sure what to write, look back at the texts on the page. What ideas can you use in your paragraph?

Improve it

10 Read your paragraph again. Check that:

- it uses vocabulary and grammar from this unit.
- it answers the questions in the advert.
- it uses ideas from this page.

Muggsy Bogues is the shortest ever basketball player in the NBA. He is 1.6 metres tall.

SWITCH ON

Freestyle tricks

1 Work in pairs. Do you think sport can bring people from different cultures together?

2 Watch the clip. How are the freestyle footballers different from each other?

3 Watch again. According to the video, are the sentences true (T) or false (F)?

1 Freestyle football is football in beautiful locations.
2 In South Africa freestyle football can express music and culture.
3 The Japanese freestylers perform individually.
4 Laura believes some tricks are easier for male freestylers.
5 Laura says she learns new tricks quickly.
6 Abbas uses moves from other sports in his tricks.

4 Can you do any tricks in sports that you enjoy?

Project

5 Work in groups. You will create a new sport based on two or more sports you already know. Think about these things:

- name of the sport
- rules
- equipment
- how you win
- number of players
- location
- duration of a game
- skills you need

6 Create a poster or video advertisement for your sport and present your ideas to the class. Decide which sport you most want to do.

Our new sport is snowboard-paintballing …
There are three people on each team …
You need to play on snow …

INDEPENDENT LEARNING

Listening skills

1 Do you find the listening activities (A–D) easy or difficult? Put them on the line below. Then work in pairs and share your answers.

A listening for gist (the main idea/ message)
B listening for detail (e.g. prices, times, location of things)
C listening for opinions
D listening for instructions (from your teacher)

☺ easy ←——————→ ☹ difficult

2 Work in pairs. Look at the Listening lesson on page 88. What was one thing you did well in the lesson? Look at the questions you got wrong and talk about why you found them difficult.

3 Work in pairs. Identify the sentences that are true for you.

1 I worry that I won't understand what someone says. ☐
2 I feel comfortable asking someone to repeat what they said. ☐
3 I often don't understand because people speak too fast. ☐
4 When I don't understand a word, I worry and I stop listening. ☐
5 I find it easier to understand someone when I can see their face. ☐

4 Here are some things that can help you improve your listening skills. Choose two things to do from the list. Can you think of any more?

1 listen to songs in English
2 do extra listening activities for homework
3 find someone you can have a conversation with in English
4 watch YouTube videos in English about your favourite sport or hobby
5 say when you don't understand – you'll learn more this way
6 be brave and ask people to repeat what they say or to speak more slowly

UNIT CHECK

Wordlist

Sport
badminton (*n*)
basketball (*n*)
beach volleyball (*n*)
coach (*n*)
coaching (*n*)
cycling (*n*)
diving (*n*)
equipment (*n*)
exercise (*n*)
football (*n*)
golf (*n*)
gymnastics (*n*)
hockey (*n*)
horse-riding (*n*)
judo (*n*)
mountain-biking (*n*)
referee (*n*)
refereeing (*n*)
running (*n*)
sailing (*n*)
skateboarding (*n*)
skiing (*n*)
sports journalism (*n*)
surfing (*n*)
swimming (*n*)
table tennis (*n*)
tennis (*n*)
wheelchair basketball (*n*)

Collocations
do gymnastics/judo/sport
go cycling/running/skiing
play badminton/basketball/hockey

Sports equipment
ball (*n*)
board (*n*)
goggles (*n*)
helmet (*n*)
net (*n*)
racket (*n*)
swimming cap (*n*)
swimsuit (*n*)
wetsuit (*n*)

Adverbs
badly
easily
fast
quietly
slowly
well

Other
answer (*n*)
borrow (*v*)
competition (*n*)
condition (*n*)
discover (*v*)
free (*adj*)
famous (*adj*)
freestyler (*n*)
hit (*v*)
hold (*v*)
journalist (*n*)
leisure centre (*n*)
lose (*v*)
match (*n*)
medal (*n*)
practice (*n*)
swap (*v*)
tidy up (*phr v*)
tricks (*n, pl*)
wheelchair (*n*)
whistle (*n*)

Practice

1 **Find the following in the wordlist.**

1. four sports that use a ball
2. two things you wear on your head
3. three sports you do in water

2 **Choose the correct words to complete the sentences.**

1. The football **coach** / **referee** helps the team practise for a match.
2. You don't need a racket to play **hockey** / **badminton**.
3. I always wear a **swimsuit** / **wetsuit** because the sea is very cold.
4. Megan **goes** / **does** judo every Saturday morning.
5. Danny plays basketball really **good** / **well** and is in the school team.
6. The referee blows his **whistle** / **medal** when the match is over.

3 7.6 **Listen to six sentences. When you hear a beep, write the correct word or phrase from the wordlist.**

1 .....
2 .....
3 .....
4 .....
5 .....
6 .....

4 7.7 **Listen and check your answers.**

5 **Complete the sentences with *practice* or the correct form of *practise*.**

1. Melissa ..... for the surfing competition this month.
2. I'm not going to ..... judo today because I'm tired.
3. Rachel ..... gymnastics every day last week.
4. You need to ..... if you want to be good at a sport.
5. It takes years of ..... to become an Olympic athlete.
6. Basketball ..... is every Tuesday in the school gym.

UNIT CHECK

Review

1 Write short answers.

1 **A:** Can skiing be dangerous? ✓ **B:** .....
2 **A:** Could you swim when you were five years old? ✗ **B:** .....
3 **A:** Can your brother ride a bike? ✗ **B:** .....
4 **A:** Could they surf on holiday last week? ✓ **B:** .....
5 **A:** Can the tennis courts get busy at the weekends? ✓ **B:** .....
6 **A:** Can I borrow a racket from the tennis club? ✗ **B:** .....

2 Choose the correct words to complete the sentences.

1 He **can** / **can't** easily win the competition. He's much better than the others.
2 Ariana **could** / **couldn't** play today because she forgot her trainers.
3 They **can** / **can't** play tennis outside today because it's snowing.
4 **Can** / **Could** you go surfing when you were on holiday?
5 We **could** / **couldn't** do gymnastics because our PE teacher was ill.
6 Alex **can** / **can't** run faster than me. He's the fastest runner in our school.

3 Complete the blog with *can, can't, could* or *couldn't*.

Learning to do a new sport [1] ..... be difficult. I remember when I first started playing basketball. I [2] ..... catch the ball, I dropped it all the time! I [3] ..... throw the ball very well either! But with every week and every month that passed, I got better. Now I [4] ..... play really well and I'm in a team. Playing on a team [5] ..... be hard work and you [6] ..... eat lots of junk food! It's good fun though – I love it!

4 Complete the sentences with *have to, has to, don't have* to or *doesn't have to*.

1 A referee ..... wear a special uniform.
2 You ..... be tall to play basketball, but it helps.
3 Children under eight ..... be with an adult in the swimming pool.
4 Dan ..... do gymnastics at school. He can choose which sport he does.
5 When you're on the school team, you ..... go to hockey practice every week.
6 You ..... be good to join the tennis club. Beginners are welcome.

5 7.8 Listen and complete the conversation.

Emma: Hi, Zach. Do you know where I [1] ..... to play badminton?
Zach: Yes, I go to a club at the sports centre. You [2] ..... with me!
Emma: [3] ..... be good at badminton to join the club?
Zach: No. I [4] ..... very well when I started. You [5] ..... with the other beginners.
Emma: OK, great. What [6] ..... I ..... ?
Zach: You [7] ..... any special clothes – just something comfortable and a pair of trainers.
Emma: I don't have a badminton racket. [8] ..... I .....one?
Zach: Yes, you [9] ..... .

6 Complete the email. Write one word for each gap.

To: **Charlie** From: **Josh**

Hi Charlie,

This sports camp is amazing! I [1] ..... believe how many sports there are here! Every evening we have [2] ..... choose which sports we want to try. You [3] ..... choose two sports for each day. Yesterday I [4] ..... judo in the morning. We [5] ..... to work in pairs. I was [6] ..... a boy called Tom. He was really good and [7] ..... do most of the judo moves, but I couldn't. It [8] ..... fun though. I [9] ..... to go now. I've got my first surfing lesson and I [10] ..... be late!

Speak soon, Josh.

7 Write a post for a sports website about trying a sport for the first time. Write about what you could and couldn't do.

“There’s **so much** to see.”

Look at the photo and answer the questions.

1 Do you like spending time outdoors? Why/ why not?
2 Can you name any of the seven natural wonders of the world?
3 What’s the most interesting activity you’ve done outdoors?

8

Wild world

READING
topic: National Mountain Day
skill: understanding a text about recent experiences
task: matching

GRAMMAR
present perfect
present perfect with *ever* and *never*

VOCABULARY
the natural world
weather

LISTENING
topic: I’ve seen a bear!
skill: listening for specific information
task: three-option multiple choice

SPEAKING
topic: outdoor fun, whatever the weather
skill: giving an opinion
task: discuss ideas about activities

WRITING
topic: teens say what they want on holiday
skill: using informal language
task: an email

SWITCH ON
video: mountain life
project: rewilding fundraising

READING

Power up

1 Match the continents (1–7) with the places on the map (A–G).

1 Africa
2 Antarctica
3 Asia
4 Australasia
5 Europe
6 North America
7 South America

2 Work in groups. How many countries can you name that begin with letters of the alphabet? You get one point for each country!

A – Argentina, B – Belgium, C – ...

Read on

3 Look at the photos (1–3). Do you know these places? Where do you think they are?

4 Read the introduction to the article. Is Mountain Day an interesting idea? Why/Why not?

5 Read the article quickly. Match the photos in Ex 3 (1–3) with the texts (A–C). Which continent is each mountain in?

6 e Read the exam tip. Read the article again and choose the correct answer.

	Lucy	Chloe	Grace
1 Which person enjoys outdoor sports?	A	B	C
2 Which person prefers walking up a mountain?	A	B	C
3 Which person had a bad view?	A	B	C
4 Which person was very cold at night?	A	B	C
5 Which person visited the mountain with the school?	A	B	C
6 Which person found it difficult to describe her experience?	A	B	C
7 Which person enjoyed watching the animals?	A	B	C

exam tip: matching

Use key words in the sentences to help you find the parts of the text that have the answers.

Sum up

7 Work in pairs. Look at the photos again. Tell your partner what you know about these locations now.

Speak up

8 Which mountain would you like to see most? Why? Use these words to help you.

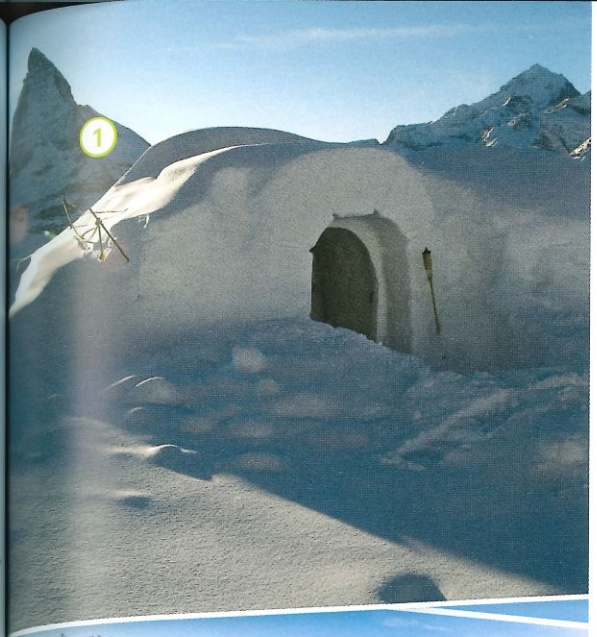
cold difficult exciting famous fun interesting

game on

Mountains and their countries!

Work in pairs. Split up and sit in different places in the classroom. One person needs to write as many mountains as they can. The other person needs to write as many countries as they can. You have 5 minutes. When you have your lists, come together and match the countries and the mountains. The pair that matches the most countries and mountains wins!

When you 'have a mountain to climb', you have something difficult to do.



National Mountain Day

Did you know that Japan has a National Mountain Day? It's a day to celebrate all that is good about the mountains. We asked three nature lovers to tell us what they have enjoyed (or maybe haven't enjoyed) about their visit to the mountains.

A: Lucy

My grandpa lives near the Avatar Hallelujah mountain in the Hunan National Park in China. You've probably heard about it because it has the same name as a very popular film. I've been there twice, but the weather was terrible. The last time I was there I couldn't see much because it was rainy and foggy all day. The best thing I saw there were the monkeys – they made me laugh. One of them stole my sister's sweets!

B: Chloe

I love snowboarding and walking with my family. My dad's planned some great trips and we've seen some fantastic places. This year we've climbed the Matterhorn mountain in Switzerland. We stayed in an igloo village! The views were amazing. A train goes to the top of the mountain, but it's more fun to climb it on foot. Did you know a famous chocolate bar has a picture of the Matterhorn with a bear on it?

C: Grace

I haven't climbed a lot of mountains, but last year I went up Mount Kilimanjaro in Africa with my geography class. The days were warm, but the temperature was often below zero in the evening. One night I slept in all my clothes! At the top, there's a box with a book inside it. Lots of people have written in it about their experiences on the mountain. I didn't know what to write, so I just put 'Amazing! 😀'.

GRAMMAR

1 Read the example sentences (1–3). Complete the grammar box with these verb forms.

's lived 've studied hasn't swum haven't slept

1 This year we've climbed the Matterhorn.
2 My dad's planned some great trips.
3 I haven't climbed a lot of mountains.

explore **grammar**

➥ p142

present perfect

We use the present perfect (*have/has* + past participle) to talk about experiences in our lives up to now. We do not say when the experience was.

+ My sister [1] ..... in Canada.
+ We [2] ..... animals in the forest.
– I [3] ..... in a tent in the rain.
– Jake [4] ..... in the sea at night.

Note:

The verb *go* has two past participles (*gone* and *been*) with different meanings.

She**'s gone** to Australia. (She went and is still there.)

She**'s been** to Australia. (She went there and then left.)

2 8.1 Watch or listen to seven people talking about experiences. Match the speakers (1–7) with the activities they talk about. Some speakers talk about more than one activity.

canoeing skiing sky diving sleeping surfing swimming walking

3 8.2 Watch or listen again and complete the sentences.

1 I ..... with dolphins.
2 I ..... in a river or lake.
3 I ..... down a fast river in France.
4 I ..... in a forest, but I didn't really like it.
5 I ..... down a mountain.
6 I ..... to Morocco.

4 Write the past participles of these verbs. Use a dictionary to help you.

be buy do fly go hear read
ride see swim take wear write

5 Complete the sentences with the present perfect form of the verbs in brackets.

1 Rachel ..... (be) on holiday here before.
2 Will and Hannah ..... (take) photos of elephants in India.
3 We ..... (not ride) a horse on the beach.
4 Sam ..... (fly) over a rainforest.
5 I ..... (write) an article for a wildlife magazine.
6 You ..... (see) some amazing places.
7 Olivia ..... (go) to Iceland on holiday.

6 e Read the email and write the correct answer in each gap. Write one word for each gap.

Hi Charlie,

I hope you're OK. [1] ..... you see the news last night? There's [2] ..... iceberg near my town. It's [3] ..... biggest iceberg I've seen here. We get a lot of them [4] ..... Canada, but the wind usually pushes them further into the sea. This iceberg [5] ..... stopped moving. Lots of people [6] ..... taken photos. They've put them on social media. You must come and see it. It's amazing!

Bye for now,
Ava

Speak up

7 Work in pairs. Talk about five things you have done and haven't done in your life. Use these verbs to help you.

be eat learn read see visit

game on

What have you done this week?

Work in groups. The first student says a sentence using the present perfect. It can be true or false. The next student repeats the sentence and adds a new sentence. Who can remember the most sentences?

A: I've had an exam.

B: I've had an exam and I've joined a basketball team.

Antarctica is the coldest, windiest and driest desert on Earth. The temperature can fall to -93°C.

VOCABULARY

the natural world

1 Work in pairs. Complete the quiz with these words.

coast desert hill island lake ocean rainforest river

What is:

1. an area of high land, like a small mountain?
2. a hot, wet place with a lot of tall trees?
3. land with water all around it?
4. a sea between continents?
5. a long area of water from the mountains to the sea?
6. a very hot and dry place with few plants or trees?
7. an area of water with land around it?
8. the place where land meets the sea?

2 Find two examples for each place in Ex 1. Use the internet to help you.

3 Match these words with the weather symbols (A–H).

clouds fog ice rain storm snow sun wind

4 8.3 Read the language box. Listen to a weather report. What four types of weather does the speaker talk about?

explore **language**

describing the weather

with adjectives

It's **foggy/cloudy/sunny**.

with nouns

We had a lot of **rain/snow** yesterday.

There's **ice** on the road.

with verbs

It always **rains/snows** a lot in December.

Notes:

We don't generally use the verb form of *cloud*, *fog*, *ice*, *sun* and *wind*.

We also use *wet* when it rains a lot and *dry* when it doesn't rain much.

It's very **wet** today.

It's been **dry** recently.

5 Write these temperature words in the correct order (1 = lowest temperature, 6 = highest temperature).

boiling hot cold cool
freezing cold hot warm

6 Choose the correct words to complete the sentences.

1. It's boiling **hot** / **cool**, so we're going to buy a cold drink.
2. Can you open the window, please? It's very **cold** / **warm** in here.
3. When the temperature fell to below zero, we were **cool** / **freezing cold** in the tent.
4. My favourite month is December, when it snows. I love **hot** / **cold** weather.
5. At the end of a sunny day, it was nice to have a **cool** / **freezing cold** evening.

Speak up

7 Work in pairs. Talk about the weather in your country. Do you have different weather in different places? How is it different?

LISTENING

Power up

1 Match the photos (A–H) with these words.

bear bee bird fly monkey
mouse snake spider tiger

2 Work in pairs. Put the animals in Ex 1 into groups. Say why you have put them in those groups.

Listen up

3 8.4 Listen to Emily and Oscar talking about Emily's trip to Canada. Which animals from Ex 1 do you hear?

4 e 8.5 Read the exam tip. Listen again and choose the correct answer (A, B or C).

exam tip: three-option multiple choice

You will hear the information you need for the answers in the same order as the questions.

1 How often does Emily visit her aunt?
- **A** every year
- **B** every three years
- **C** every two years

2 What animal does Emily like most?
- **A** tigers
- **B** bears
- **C** snakes

3 When do baby bears leave their mothers?
- **A** at six months
- **B** at eighteen months
- **C** at twenty months

4 Where did Oscar find the spider?
- **A** in his bedroom
- **B** on the stairs
- **C** on the wall

5 What did Emily think of the weather?
- **A** It was the hottest weather she's known.
- **B** It was good for swimming outdoors.
- **C** It was difficult to stay cool.

explore grammar ➥ p142

present perfect with *ever* and *never*

A Use *ever* in questions, to ask if something has happened.
Have you **ever** seen any wild animals?

B Use *never* to say something hasn't happened.
I've **never** seen my favourite animals.

5 Read the grammar box. Put the words in the correct order to make questions. Then work in pairs. Ask and answer the questions.

1 you / have / to Russia / been / ever?
2 a snake / ever / you / seen / have?
3 climbed / ever / have / a mountain / you?
4 you / swum outdoors / have / at night / ever?
5 ever / you / slept / in a tent / have?

Speak up

6 Work in pairs. Ask and answer the questions in Ex 5. Tell the class about one thing you have never done and one thing your partner has never done.

Bears are big and heavy, but they can climb, swim and run. They can run up to forty-five kilometres per hour.

SPEAKING

Power up

1 **Look at the photos (A–C) and answer the questions about each photo.**

1 Where is it?
2 What is the person doing?
3 Can you see what the weather is like?

2 8.6 **Listen to Max and Anna talking about plans for the afternoon. Which activities from the photos in Ex 1 do they talk about?**

3 8.7 **Listen again. What do Max and Anna say about these things?**

1 the new outdoor pool
2 swimming in the rain
3 cycling in wet weather
4 the wind during the storm
5 Max's idea

4 e **Work in pairs. Read the exam tip and useful language. Take turns to say what you think about these activities.**

Do you think:

1 walking in the mountains in a storm is dangerous?
2 sleeping outside is scary?
3 swimming in a lake in winter is strange?
4 having a picnic on top of a mountain is fun?
5 cycling across a desert is exciting?
6 working with animals is difficult?

exam tip: discussion ➥ p148

When you answer 'yes' or 'no' to a question, remember to give a reason with *because*.

useful language

giving an opinion

I (really) think (sleeping outside) is boring/dangerous/difficult/exciting/fantastic/healthy/scary/strange because …

I don't think it's … because …

I'm (not) sure it's … because …

Note: *fun* or *funny*?

The class was **fun**. (= I enjoyed the class.)

The teacher was **funny**. (= The teacher made me laugh.)

Speak up

5 **Work in groups. Make a list of activities you enjoy doing when the weather is good and when the weather is bad. What are the most popular activities in your group? Compare your ideas with the rest of the class.**

WRITING

Power up

1 Look at the photos (A–C) and read the article from a travel magazine. Match the photos with the activities on the list.

2 Do you agree with the list (1–6) in the article? Why/Why not? What activities do you enjoy/not enjoy on holiday?

More **water**, more *fun!*

An international travel company recently asked 12–17-year-olds what they really want when they're on holiday. It's made a list of the most (and least) popular activities.

1 water sports and activities including water slides and banana boats
2 beach barbecues
3 talent shows
4 shopping trips
5 computer games
6 team games

And what wasn't popular? Group activities that bring teens together to make friends. 'We like making friends, but we can do it on our own,' said sixteen-year-old Elena.

3 Read the email quickly. Which photo from Ex 1 can Olivia send with her email?

Hi!

I'm having a fun time in Italy. We're staying in a really old house near a lake with fantastic views of the mountains. We had an amazing storm on the first day. It was so cool to watch. Now it's really hot. Today I went on a water slide at a water park! I've also learnt how to make pizza. It was a bit difficult at first, but in the end I made a really good one. Tomorrow we're going swimming in a lake in the mountains. I think the water is going to be very cold!

See you soon,

Olivia

4 Put the information (A–C) in the order Olivia writes about it in the email.

A the activities **B** the weather **C** the place

5 Who do you think Olivia is writing to? How do you know?

6 Read the language box. Find examples of this language in Olivia's email from Ex 3.

explore **language**

making adjectives strong or weak

A Make adjectives stronger by adding *very* or *really*.

It's **very/really cold** at night.

B Make adjectives weaker by adding *a bit*. Remember you can't use *a bit* with strong adjectives like *fantastic* and *freezing*.

It's **a bit cold** at night.

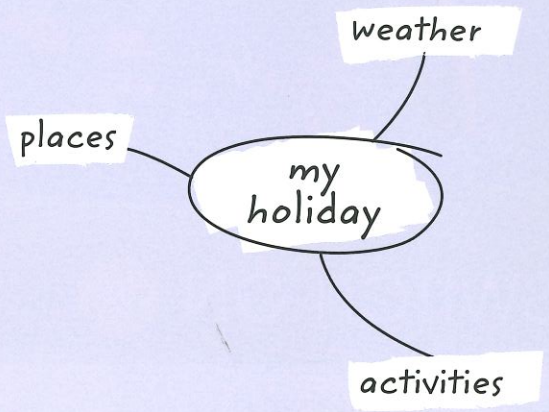
~~It's a bit **freezing** at night.~~

7 Answer the questions. Use words from the language box.

1 How do you feel today?
2 What's the weather like today?
3 What's your best friend like?
4 How do you feel when you meet new people?
5 How do you feel when you try new things?

Plan on

8 Think of a holiday that you have had or imagine a holiday. Draw a spidergram and complete it with words about your holiday.



exam tip: email

➥ p149

Who are you writing to? When it's somebody you know well, make sure your message is friendly!

Write on

9 **e** Read the exam tip. Look at your spidergram from Ex 8. Write an email from your holiday to your English friend Isabel. In the email, tell her:

- where you are.
- what the weather is like.
- what you have done on holiday.

Write 25 words or more.

Improve it

10 Read your email again. Check that:

- it begins and ends with the right words.
- it gives all the information.
- it uses grammar and vocabulary from this unit.
- it uses friendly language.

SWITCH ON

Mountain life

1 Work in pairs. Look at these places and think of three animals that live in each one.

rainforest desert mountains ocean

2 Watch the clip. Which two countries are in the video?

3 Watch again and answer the questions.

1 What do the people in the first activity do with the vultures?
2 What is the activity called?
3 What is the project in the Rocky Mountains?
4 What happened to the bison over 100 years ago?

4 Think of the animals in your country. Which animals can you see in the wild?

Project

5 Work in small groups. Research a rewilding project somewhere in the world. Find out:

- where the project is;
- the animal(s) they want to rewild;
- why the animals disappeared.

6 You are going to raise money for a rewilding project. You will need to create a poster, video, leaflet, etc. to persuade people to support the project.

Our project is supporting bees …
They are important for every animal because …
We are selling honey and plants to raise money …
Your donations will go to building …

INDEPENDENT LEARNING

Writing skills

1 Look at the Writing lesson on pages 102–103. How well did you do? Mark the comments for how you think you did (1 = easiest, 4 = most difficult).

answering questions about the email .....
getting ideas .....
writing the email .....
checking your email at the end .....

2 Look at the email you wrote. Answer the questions.

1 Which option is true for you?
In my email I:
A used new vocabulary from the unit.
B only used words I know.

2 If your answer is A, what words did you use? If your answer is B, what new words can you add?

3 Work in pairs. Take turns to ask your partner these questions and share ideas.

1 What was good about your email?
2 What could you practise more when writing?

4 Think about all the things you have written. Complete the note to make it true for you.

My writing will be better next time because I will …

.....
.....
.....
.....

UNIT CHECK

Wordlist

The continents
Africa
Antarctica
Asia
Australia
Europe
North America
South America

The natural world
bear (*n*)
bee (*n*)
bird (*n*)
bison (*n*)
coast (*n*)
desert (*n*)
dolphin (*n*)
elephant (*n*)
forest (*n*)
fly (*n*)
hill (*n*)
iceberg (*n*)
island (*n*)
lake (*n*)
monkey (*n*)
mountain (*n*)
mouse (*n*)
nature (*n*)
ocean (*n*)
rainforest (*n*)
river (*n*)
rewild (*v*)
sea (*n*)
snake (*n*)
tiger (*n*)
vulture (*n*)

Weather
boiling hot (*adj*)
cloud (*n*)
cloudy (*adj*)
cold (*adj*)
cool (*adj*)
dry (*adj*)
fog (*n*)
foggy (*adj*)
freezing cold (*adj*)
hot (*adj*)
ice (*n*)
icy (*adj*)
rain (*n, v*)
snow (*n, v*)
storm (*n*)
sun (*n*)
sunny (*adj*)
temperature (*n*)
terrible (*adj*)
warm (*adj*)
wet (*adj*)
wind (*n*)
windy (*adj*)

Other
banana boat (*n*)
beach barbecue (*n*)
below zero (*phr*)
canoeing (*n*)
honey (*n*)
igloo (*n*)
indoor (*adj*)
indoors (*adv*)
interesting (*adj*)
outdoor (*adj*)
outdoors (*adv*)
pool (*n*)
roller coaster (*n*)
sky diving (*n*)
water slide (*n*)

Practice

1 Find the following in the wordlist.

1 three wild animals with legs that live in the forest
2 three words for areas of water
3 six temperature words
4 a continent that doesn't begin with 'A'

2 Match 1–6 with A–F to make sentences.

1 Max is an outdoor person and
2 I fell off my bike because
3 When the temperature falls,
4 She took a photo of the monkey before
5 Olivia saw a lot of famous cities
6 Last summer we cycled along the coast and

A the road was icy.
B it took her chocolate.
C when she travelled around Europe.
D likes being in the fresh air.
E enjoyed the view of the ships at sea.
F it soon gets cold in the house.

3 Choose the correct words to complete the sentences.

1 We had to drink water because we were **boiling hot** / **wet**.
2 It's so cold today we have to stay **indoors** / **outdoors**.
3 We're going swimming today. I hope the water is **warm** / **windy**.
4 I can't see the view because of the **cloudy** / **foggy** weather.
5 Cycling in **dry** / **wet** weather is dangerous.
6 The **weather** / **temperature** is going to fall this afternoon.

4 8.8 Listen to six sentences. When you hear a beep, write the correct word or phrase from the wordlist.

1 .....
2 .....
3 .....
4 .....
5 .....
6 .....

5 8.9 Listen and check your answers.

UNIT CHECK

Review

1 Complete the sentences with *have* or *has*.

1 We ..... climbed the highest mountain in South America.
2 ..... Ava held a snake before?
3 Our teacher ..... camped in the desert.
4 ..... you slept outside in a storm?
5 Alice and Nathan ..... studied tigers in Africa.
6 My cousin ..... swum around the island.

2 Complete the sentences with the present perfect form of these verbs. Use short forms where possible.

climb go live not hold not swim take

1 She ..... in a house near the coast.
2 Tom ..... to Australia. He emailed me from Sydney yesterday.
3 I ..... a snake before.
4 Lynda ..... in a river.
5 My friends ..... a big mountain today.
6 We ..... photos of the iceberg.

3 Make sentences. Use *ever* or *never* and the present perfect.

1 she / see / a bear?
2 he / write / a postcard
3 you / visit / Asia?
4 they / make / a film about tigers?
5 I / work / with animals
6 Amy / be / on TV

4 8.10 Listen to five conversations. Are the sentences true (T) or false (F)? Correct the false sentences.

1 Sam's had a holiday in Australia.
2 Emily has always lived on an island.
3 Ana's camped a lot in winter.
4 Adam's sister has found a new job.
5 Sophia has taken lots of photos at night.

5 Complete the email with the present perfect form of the verbs in brackets.

To: **Ben** From: **Alice**

Hi Ben,

Guess what? My mum [1]..... (win) a prize for a trip to Africa for the family! I [2]..... (never/be) there, so I'm really excited. I [3]..... (always/love) wild animals, especially tigers. At home we [4]..... (watch) lots of TV programmes about them, but I [5]..... (never/see) them in their own environment. [6]..... (you/ever/go) to Africa? What a pity you can't come with us!

Bye for now,

Alice

6 Complete the message. Write one word for each gap.

← back

Hi, Dad!

We've arrived [1]..... the campsite on the island. We haven't seen much [2]..... it's late. I've [3]..... a headache all day, but my teacher has [4]..... very kind. We [5]..... put our tent next to a forest. It's noisy and we've heard [6]..... of strange animal noises. Have you ever slept in a forest, Dad? I think it's scary! 😱

Bye for now,

Hannah

7 Write a short poem about your experiences using the present perfect. Write at least four lines. Use these verbs or your own ideas.

climb hold jump ride swim walk

“Food **tastes better** together.”

Look at the photo and answer the questions.

1 What is your favourite food?
2 What food do you and your friends enjoy eating together?
3 What kinds of food can you cook?

9 Feeling good

READING
topic: Tiny Kitchen
skill: reading for detail
task: multiple choice

GRAMMAR
first conditional
advice: *should*

VOCABULARY
food and health
health collocations

LISTENING
topic: fun food
skill: writing down information
task: gap-fill

SPEAKING
topic: everyday activities
skill: choosing your favourite idea
task: debate a topic

WRITING
topic: the perfect medicine
skill: producing simple narratives
task: a story

SWITCH ON
video: space food
project: space menu

READING

Power up

1 Do you watch videos online to help you learn new things? Why/Why not?

2 Have you ever watched videos to learn any of these things? If yes, were they useful? Why/Why not?

- how to cook
- how to dance
- how to be healthy
- how to play a sport
- how to play an instrument
- how to make something

Read on

3 Look at the photos in the article. What do you think the girl is doing?

4 Read the exam exam tip. Read the article quickly and check your ideas.

exam tip: multiple choice

When you read a text, look for words like *it*, *they*, *them* and *this* and find the ideas or people they refer to.

5 e Read the article again. Choose the correct answer (A, B or C).

1 Why are cooking videos popular?
   A They make it clear what to do.
   B They show how to make doll's food.
   C They have famous chefs in them.
2 What does Kate Murdoch do?
   A She creates food for dolls.
   B She cooks in an unusual place.
   C She prepares Japanese food.
3 Why do Kate and her brother make good videos?
   A They're a good team.
   B They both enjoy cooking.
   C They like filming at home.
4 What is amazing about the vegetable curry and rice video?
   A the time it took to make
   B the number of people who shared it
   C the size of the knives and spoons
5 Kate thinks teens watch her videos because
   A they're short.
   B they're useful.
   C they're fun.

Sum up

6 Work in pairs. Talk about what you remember from the article.

Speak up

7 Work in pairs. Tell your partner about some of your favourite videos online. What are they about? Why do you like them?

game on

A tiny pizza

In pairs, you are going to make a recipe for a tiny pizza. Use these words to help you.

pizza base cheese tomato onion mushroom olives

A: First, make the pizza base …
B: Then, add the tomatoes …

It's a small world in **Tiny Kitchen**

How do you learn to cook? For some of us, cooking videos with famous chefs are the way to go. We enjoy watching them because it's easier to follow instructions when we can see what's happening. But now, a new cooking series is becoming very popular. *Tiny Kitchen* is a series of short videos. They show how to cook real meals in kitchens the same size as those in dolls' houses. The idea comes from Japan and Kate Murdoch is one *Tiny Kitchen* chef with a lot of teen fans.

Kate first became famous when she made a video of some tiny cupcakes, but she has never trained as a chef. She and her brother work well together making the videos. Kate cooks the food and her brother films it. It all happens in the family kitchen.

The videos take a long time to make. It can take three hours to film a ninety-second clip. The *Vegetable Curry and Rice* video is only forty seconds long and has no words to it. If you watch it, you'll see the very small knives and spoons Kate uses. It's hard to believe more than 240,000 people have shared the video.

So, why do teens love these tiny food videos? Firstly, they can get ideas from the videos. They're also short and most teens don't want to watch long videos. But Kate thinks teens just enjoy watching them. So, are tiny dishes the way of the future? Maybe, but if you eat them, you won't be very full!

> 'It can take three hours to film a ninety-second clip.'

In 2015, Italians baked the biggest cake in the world. It had a map of Italy on it and was 16.46 metres long!

GRAMMAR

1 Read the example sentences (1–2). Read the grammar box and complete the examples with the correct form of the verbs in brackets.

1 If you watch it, you'll see the very small knives and spoons Kate uses.
2 If you eat it, you won't be very full!

explore **grammar**

➥ p144

first conditional

Use *if* + present simple + *will/won't* for a possible action in the future.

If you make a pizza, I [1]..... (bake) a cake.

If we arrive late, we [2]..... (not get) a table in the restaurant.

Note: We can use *if* at the beginning of the sentence.

If we go to the park, we'll take a picnic. (with a comma)

Or we can use it in the middle of the sentence.

We'll take a picnic **if** we go to the park. (no comma)

2 9.1 Listen to a conversation. Where are Dan and Eva? What are they doing?

3 9.2 Complete the sentences with the correct form of the verbs in brackets. Listen again and check your answers.

1 If you give me the spoon, I ..... (mix) it for you.
2 If I make her a cake, I ..... (not have to) buy a present.
3 If it ..... (have) chocolate on it, my sister ..... (love) it.
4 If you ..... (not stop) eating it, I won't have enough for the cake!

4 Complete the first conditional sentences with your own ideas.

1 If we have a picnic after school, I …
2 If I go shopping on Saturday, I …
3 If you don't have breakfast, you …
4 I'll get you a sandwich if you …
5 If you eat lots of fruit, you …
6 I'll make you a meal later if …

5 e Complete the email. Write one word for each gap.

Hi,

I've uploaded my latest video! If [1]..... go online, you'll see it with my other videos. Friends at school are watching them now. When they like them, [2]..... usually write something nice. The video shows how [3]..... make rainbow cupcakes. If you watch it, you [4]..... be surprised. They're so easy to make! You'll also see my dog [5]..... you watch all of it. He came in the kitchen and stole one of the cakes! Mum [6]..... filming me and couldn't stop laughing.

See you soon,

Max

Speak up

6 Work in pairs. Talk about courses/activities students can do in the summer. Choose from these courses/activities or use your own idea. Why is your course/activity a good one? Use the first conditional.

coding course cooking course help in a café
language course tennis classes

If you do tennis classes, you'll get fit and healthy.

game on

If I go, …

Go round the class. One person starts. How many first conditional sentences can you make?

A: If I go out tonight, I'll see my friends.
B: If I see my friends, we'll go to a café.
C: If we go to a café, …

VOCABULARY

food and health

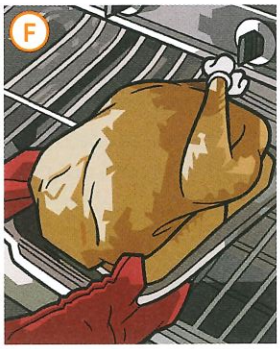
1 Work in pairs. Look at these food words. Which of these are your favourite? Put them in order (1–10).

biscuit burger cake cereal chips omelette pasta salad sandwich soup

2 Which of the foods in Ex 1 do you think are healthy/not healthy? Why?

3 Match the pictures (A–F) with these ways of cooking.

bake barbecue boil fry grill roast



4 9.3 Listen and check your answers.

explore **language**

We can make adjectives from verbs. Sometimes we add *-d*, *-ed* or *-ied*. Sometimes we add nothing at all.

bake – baked barbecue – barbecued boil – boiled
grill – grilled fry – fried roast – roast

5 Read the language box. Complete the sentences with the correct adjective or verb forms of the words in brackets.

1 I enjoy ..... (fry) food, but I don't eat it very often.
2 Every weekend we ..... (roast) a chicken and serve it with vegetables.
3 In summer we eat a lot of ..... (barbecue) food in the garden.
4 My dad ..... (bake) bread at the weekend.
5 Mum never fries food – she usually ..... (grill) fish and meat.
6 I don't like ..... (boil) vegetables very much, but I eat a lot of salad.

Speak up

6 Do the health quiz. Then work in pairs and talk about your answers.

7 Work in pairs. Prepare a short presentation on the best way to stay healthy. Use your ideas in Ex 6 to help you. Then have a class vote on the best presentation.

How healthy are you?

		NEVER	SOMETIMES	OFTEN	EVERY DAY
1	I do exercise.			✓	
2	I go for a walk.				
3	I eat fresh fruit.				
4	I eat green vegetables.				
5	I spend time outdoors.				
6	I eat fried food.				
7	I have snacks between meals.				
8	I have a good breakfast.				
9	I find time to relax.				

'Waiter, will my pizza be long?' 'No, it will be round!'

LISTENING

Power up

1 Which of the types of food in the photos (A–C) would you most like to eat? Why?

2 What type of food do you often eat at parties in your country?

Listen up

3 9.4 Read the exam tip. Listen to a message on Laura's phone. What sort of party is Nico having?

exam tip: gap-fill

One word may be spelled out. Listen carefully and make sure you spell that word correctly.

4 e 9.5 Listen again and complete the notes. Write the correct answer in each gap. Write one word, or a number, or a date, or a time.

Nico's birthday party

Day:	Friday
Number of people:	1 .....
Address:	2 ..... Street.
Type of hot food:	3 .....
Time to arrive:	4 ..... p.m.
Food to bring:	5 .....

explore grammar ➥ p144

advice: *should*

Use *should* + infinitive to give advice.

You **should bring** your goggles.

You **shouldn't be** late.

5 Read the grammar box. Complete the conversations. Use *should* or *shouldn't* and these verbs.

eat find go join run take

1 **A:** I'm really tired.
B: You ..... to bed early tonight.

2 **A:** I'm late and I haven't got time for breakfast.
B: You ..... a healthy snack with you to school.

3 **A:** I'm in a race today.
B: You ..... when it's so hot.

4 **A:** I want to get fit.
B: You ..... a gym.

5 **A:** I can't finish my dinner.
B: You ..... snacks between meals.

6 **A:** I can't see you this afternoon. I've got lots of homework.
B: You ..... time to relax.

Speak up

6 Think of something you want to do (e.g. get more exercise, start a new sport, learn to cook) and write it on a piece of paper. Put the papers in a bag. Then take turns to read one out and give advice. Who has the best advice?

SPEAKING

Power up

1 How much time do you have each day for these activities? Why?

2 What are the most important activities to help you relax? Why?

- do exercise
- relax at home
- go online
- cook food
- eat with your family
- spend time outdoors
- do your homework
- see your friends

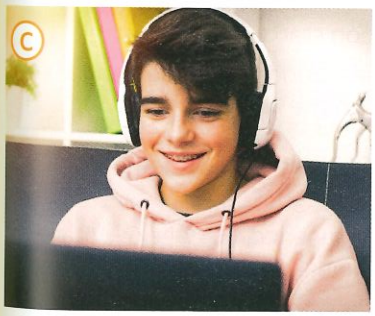
Speak up

3 9.6 Look at the photos of everyday activities (A–E) and listen to two students, Maria and Ivan. Which activities do they like/not like?

4 9.7 Listen again and complete the sentences. Do you agree with Maria and Ivan? Why/Why not?

Ivan: I love being outdoors because it ..... .

Maria: I love going online because I ..... to my friends.



exam tip: discussion ➥ p148

When you say you like or don't like something, always say why.

5 Read the exam tip. Choose the option that is true for you. Then work in pairs and say why.

1 I **like** / **don't like** getting exercise because …
2 I **enjoy** / **don't enjoy** cooking food because …
3 I **like** / **don't like** chatting online because …
4 I prefer eating with **friends** / **family** because …

6 9.8 Read the language box. Then listen. What question does the man ask Maria and Ivan? What are their answers? What reasons do they give?

explore language

choosing your favourite idea

I like cooking best because everybody loves my food.

My favourite activity is spending time with friends because we have fun.

7 e Work in pairs. Take turns to ask and answer the questions. Give reasons.

1 Do you prefer eating with the family or with your friends? Why?
2 Is it better to do more exercise or eat better food? Why?
3 Which is more fun: relaxing at home or going out? Why?
4 Do you prefer doing exercise indoors or outdoors? Why?

Speak up

8 Read the sentence. Work in two groups and have a debate. One group explains why this is a good idea. The other group explains why it isn't a good idea.

Schools should offer all students a good breakfast at the start of the day.

Did you know that bees have to visit two million flowers to make 500 gr of honey? That's hard work!

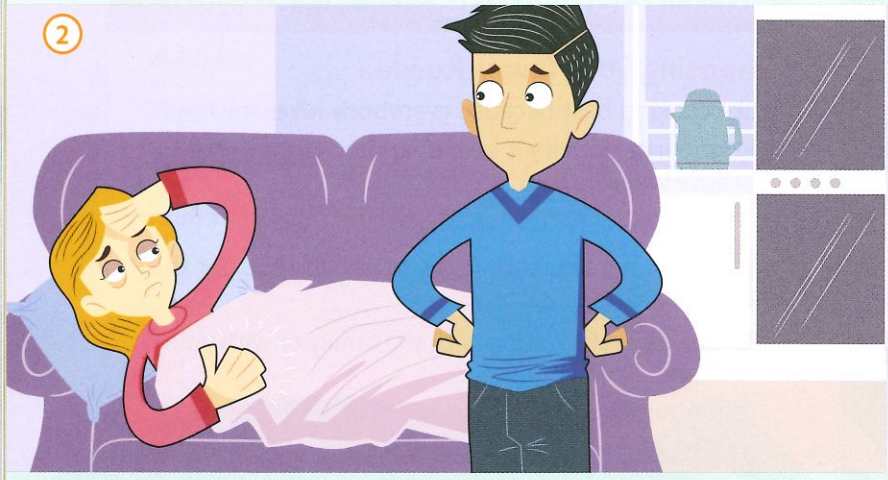
WRITING

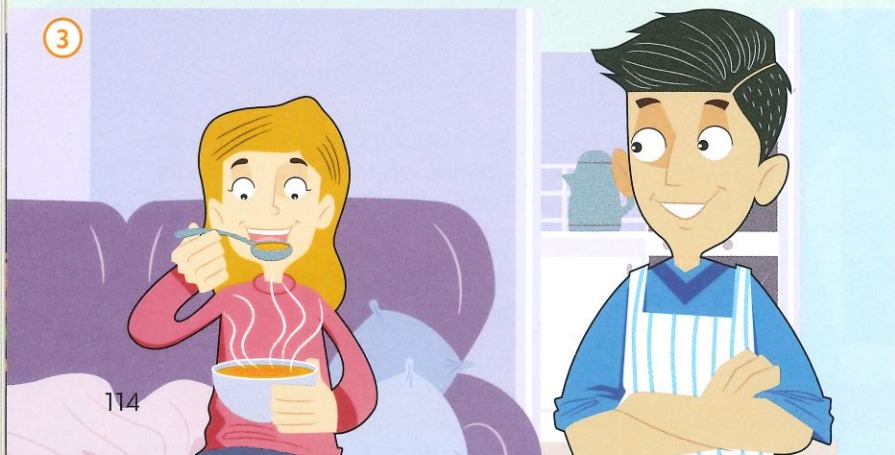
Power up

1 Look at the photo. Which sentence (1–6) matches the photo?

1 I've got sunburn.
2 I've got a cold.
3 I've got a headache.
4 I've got stomach ache.
5 I've got a temperature.
6 I've got toothache.

2 When did you last have one of the problems in Ex 1? What did you do?





3 Look at the pictures (1–3). Choose the best title (A or B) for Max and Ana's story.

A The perfect medicine!
B Call the doctor!

4 Look at the pictures (1–3) again and put the story (A–G) in the correct order.

A 'If you eat this, you'll soon feel well again,' said Max.
B The next day Max's sister, Ana, had a bad headache, so she couldn't go out.
C An hour later Max brought Ana a lovely meal of fish and vegetable soup.
D Max baked a beautiful cake with fruit and he won first prize.
E Last Tuesday Max was in a cooking competition at school.
F Ana loved Max's meal because it was healthy. She soon started to feel better.
G Max was worried. Suddenly, he had an idea and he went into the kitchen.

5 Work in pairs. Ask and answer the questions about the pictures (1–3).

Picture 1: What happened last week? What did Max make?
Picture 2: What was the problem the next day? How did Max feel? What idea did Max have?
Picture 3: What did Max bring Ana? What did he say? Did Ana like the meal? Why?

6 What was Max's idea? What word tells us something happens quickly?

7 Read the language box and find examples in the story in Ex 4.

explore **language**

because and *so*

Use *because* to give a reason for something.

We're strong **because** we do a lot of exercise.

(result) (reason)

Use *so* to talk about a result.

We do a lot of exercise **so** we're strong.

(reason) (result)

8 Complete the sentences with *because* or *so*.

1 I'm going to see the dentist ..... I've got toothache.
2 We're bored at home ..... we're going out.
3 The girls cooked a meal ..... they were hungry.
4 She felt sick ..... she ate too much cake.
5 I didn't like the steak ..... I didn't eat it.
6 I'm hungry ..... I'm making a sandwich.

Plan on

9 Work in pairs. Look at the pictures (1–3) on the right and use the questions below to get ideas for Ben and Emily's story.

Picture 1

- When and where did the story start? What was the weather like?
- What did they eat? Where did they eat?

Picture 2

- When did the weather change? What happened? What did Emily do?
- How did Ben feel? Why?

Picture 3

- Where was Ben the next day? Why? What did Emily do?
- What did Emily say?

Write on

10 e Read the exam tip. Choose a title and write a story about Ben and Emily. Write 35 words or more.

exam tip: story ➥ p150

Before you write your story, look at the pictures and ask questions about them (Who? Where? When? What did he/she say? etc.). This gives you ideas for your story.

Improve it

11 Read your story again. Check that:

- it says who is in the story.
- it says when and where the story happened.
- it uses *because* and *so*.
- it uses new words from this unit.
- it has a title.
- your spelling is correct.

9 Feeling good

SWITCH ON

Space food

1 Work in pairs. What kinds of food do you think astronauts eat in space? What do you think the challenges are?

2 Watch the clip. Who is Heston Blumenthal? What is his project?

3 Watch again and answer the questions.

1 What space food does Heston try and what does it taste like?
2 Who does Heston create a meal for?
3 Name three ingredients Heston uses for his meal.
4 What does the astronaut say about the meal?

4 Would you like to try space food? Why/Why not?

Project

5 Work in pairs. You are going to create a space menu (breakfast, lunch and dinner) for an astronaut. The meals on your menu must:

- last a long time;
- have more than one ingredient;
- remind you of home.

6 Swap your menu with another pair. You are now the astronaut. Write a food blog describing the meals on the menu. Write 25 words or more. Present your food blog to the class.

INDEPENDENT LEARNING

Final assessment

1 Work in pairs. Do you think you have improved your study skills since Unit 1? Do you learn differently? Why/Why not?

2 Make a list of the things you find hard when studying. Is there anything that distracts you? How do you learn best, e.g. finding enough time, remembering things, staying calm? Why?

3 Think about how you learn from others. Work in pairs and talk about how these things can help you to learn from each other.

Notes	
asking questions	
sharing ideas	
giving advice	
listening to each other	

4 How can you be a better student? Identify what is important for you to do and add two ideas of your own!

- take notes
- organise my notes
- revise with a friend
- ask questions about things I don't understand
- make a list of things I find more difficult
- plan my time
-
-

UNIT CHECK

Wordlist

Food and drink

biscuit (*n*)
burger (*n*)
cake (*n*)
cereal (*n*)
cheese (*n*)
chips (*n*)
chocolate (*n*)
cupcake (*n*)
fish (*n*)
mushroom (*n*)
olives (*n pl*)
omelette (*n*)
onion (*n*)
pasta (*n*)
picnic (*n*)
pizza base (*n*)
salad (*n*)
sandwich (*n*)
soup (*n*)
steak (*n*)
tomato (*n*)

Cooking methods

bake (*v*), baked (*adj*)
barbecue (*v*), barbecued (*adj*)
boil (*v*), boiled (*adj*)
fry (*v*), fried (*adj*)
grill (*v*), grilled (*adj*)
roast (*v, adj*)

Collocations

do/get exercise
eat fresh fruit/fried food/green vegetables
find time to relax
get fresh air
go for a walk
have a good breakfast

Illnesses

feel sick
have a cold/headache/temperature
have stomach ache/toothache
medicine (*n*)

Other

astronaut (*n*)
chef (*n*)
clip (*n*)
cooking competition (*n*)
cooking/language course (*n*)
cooking series (*n*)
cooking video (*n*)
dessert (*n*)
dish (*n*)
fan (*n*)
healthy (*adj*)
instructions (*n*)
knife (*n*)
meal (*n*)
snack (*n*)
spoon (*n*)

Practice

1 **Find the following in the wordlist.**

1 two things you can eat with
2 three fried foods
3 two activities you can do outdoors

2 **Match 1–6 with A–F to make sentences.**

1 I'm seeing the dentist today because I
2 If you feel sick you should
3 When I cook something I have to follow
4 I often walk in the park because I
5 It's important to find
6 In summer we often eat

A lie down for a while.
B enjoy getting fresh air.
C have a bad toothache.
D time to relax after an exam.
E barbecued food in the garden.
F the instructions carefully.

3 **Complete the sentences with words or phrases from the wordlist.**

1 My brother ate too much pizza. Now he ..... .
2 We cooked a meal, but we didn't follow the chef's ..... .
3 It's important to eat ..... snacks.
4 I watched a ..... on YouTube to learn how to make biscuits.
5 I love to ..... outside every day to get exercise.
6 She used a ..... to cut the cake.

4 9.9 **Listen to six sentences. When you hear a beep, write the correct word or phrase from the wordlist.**

1 .....
2 .....
3 .....
4 .....
5 .....
6 .....

5 9.10 **Listen and check your answers.**

UNIT CHECK

Review

1 **Complete the first conditional sentences with the correct form of the verbs in brackets.**

1 If you have a snack, you ..... (feel) better.
2 If they ..... (get) tired, they'll come home.
3 If Nick tries this cake, he ..... (love) it!
4 If it ..... (be) a nice day, we'll go for a picnic.
5 If I see something I like, I ..... (buy) it.
6 If she gets ill, she ..... (miss) the party.

2 **Choose the correct words to complete the first conditional sentences.**

1 If you **go** / **'ll go** for a walk, I **come** / **'ll come** with you.
2 They **eat** / **'ll eat** lots of popcorn if they **go** / **'ll go** to the cinema.
3 We **have** / **'ll have** noodles if we **go** / **'ll go** to the Japanese restaurant.
4 If you **have** / **'ll have** a good breakfast, you **work** / **'ll work** harder at school.
5 If Mark **is** / **will be** free at the weekend, he **go** / **'ll go** for a bike ride.
6 I **make** / **'ll make** you an omelette if you **come** / **'ll come** for lunch.

3 9.11 **Listen and complete the conversation. Listen again and check your answers.**

Matt: What [1] ..... you doing for your birthday?
Julia: Well, if the weather [2] ..... nice, I'll have a barbecue in my garden.
Matt: That sounds good. Who [3] ..... you invite?
Julia: [4] ..... the party's in the garden, I [5] ..... invite the whole class. Our garden's really big.
Matt: Cool.
Julia: But if it rains, I [6] ..... be able to invite everyone. Our house is too small. If the party's inside, I [7] ..... only invite about six people, so just my close friends.
Matt: Hopefully, the weather [8] ..... be good – it *is* June.
Julia: Yes, I'll [9] ..... really happy [10] ..... I can have a barbecue for my party.

4 **Match the comments (1–6) with the advice (A–F).**

1 I feel tired.
2 I've got a cold.
3 Jake's got toothache.
4 We're hungry.
5 It's dark.
6 The café's very busy.

A We should have a drink somewhere else.
B He should see a dentist.
C You should have a honey and lemon drink.
D You should go to bed early.
E You should switch the lights on.
F You should stop and have lunch.

5 **Complete the sentences with *should* or *shouldn't*.**

1 Children ..... eat vegetables every day.
2 You're not feeling well. You ..... go swimming.
3 I ..... have any more cake. I feel a bit sick.
4 Adam ..... do more exercise. He's very lazy.
5 You ..... grill the fish. It tastes much nicer.
6 He ..... eat burgers and chips every day.

6 **Complete the blog with these verbs.**

if (x2) should (x2) shouldn't (x2) will (x2) won't

How to get **fit** and **healthy**

First of all, you [1] ..... make sure you're eating the right food. You should eat lots of fruit and vegetables and you [2] ..... eat too much fried food. Also, be careful with sugar. If you eat a lot of sweet food, the sugar [3] ..... give you energy for a short time, but afterwards you [4] ..... feel more tired. You [5] ..... eat food that gives you energy slowly, like nuts or beans. It's important to do exercise, but you [6] ..... do too much too soon. You [7] ..... hurt yourself [8] ..... you start with gentle exercise. And most importantly, enjoy yourself! [9] ..... you get fit and healthy, you'll feel great!

7 **Write a short blog giving someone advice about what food we should and shouldn't eat.**

“I always feel happy **here!**”

Look at the photo and answer the questions.

1 Do you have a favourite place in the town or city where you live?

2 Why do you like spending time there?

10 The place to be!

READING

topic: places

skill: understanding key information in short messages and everyday signs and notices

task: multiple choice (discrete); multiple-choice cloze

LISTENING

topic: various

skill: extracting key factual information from short, clear, simple announcements

task: multiple choice (text)

SPEAKING

topic: home

skill: answering questions on a topic and giving an extended response

task: interview

WRITING

topic: places to go on holiday

skill: writing an email invitation to a friend; writing a simple story describing main events

task: an email (invitation); a story

READING

Power up

1 Have you ever spent the night in any of these places? If not, would you like to? Why/Why not?

a boat a castle a coach a hotel an airport a tent a train

Read on

2 Read the texts (1–6). Match three of the texts to the places in Ex 1.

3 **e** Read the texts again. Choose the correct answers (A–C).

1

Visit the home of
famous kings and queens
in history!

Entrance: £8.50 (children free)

A There are two different ticket prices.
B Children can enter without paying.
C Teenagers pay the same price as adults.

2

Messages Details

Jess,
There's a really good film at the cinema tonight. Tickets are £8 or £7 online. Shall I get two tickets?
Hannah

A Hannah wants Jess to buy two tickets.
B Hannah hopes that Jess will go to the cinema.
C Hannah thinks they should buy their tickets online.

3

Greenhill Campsite

- **Quiet time between 10 p.m. and 7 a.m.**
- **No ball games**

A You can play games if you are quiet.
B There should be no loud noise during the night.
C Greenhill Campsite is for quiet people.

4

Messages Details

Tom,
I can't go to judo club. Can you tell the teacher? I forgot to tell her I'm going on holiday for a week. Thanks!
Daniel

Why did Daniel write this message?
A to let Tom know he's on holiday
B to tell Tom he can't do judo for a week
C to ask Tom to give their teacher a message

5

Swimming pool – guests only

9 a.m.–7 p.m.

Children must be with adult

A Anyone can use the swimming pool.
B Only adults can swim in the evening.
C Children can swim when they're with an adult.

6

Camera – £15

Five years old, but takes great photos

Needs new batteries

Call Lily: 09767 366 635

A Lily's camera works well.
B Lily is selling a new camera.
C Lily needs to buy some batteries.

4 Look at the photo. Where do you think this beach is? Read the article quickly and check your ideas.

5 **e** Read the article again and choose the correct answer (A, B or C) for each gap.

1 **A** boring	**B** strange	**C** clever
2 **A** of	**B** to	**C** at
3 **A** All	**B** Every	**C** Many
4 **A** between	**B** around	**C** along
5 **A** early	**B** before	**C** quickly
6 **A** began	**B** turned	**C** become

Sum up

6 Work in pairs. Tell your partner three facts about the beaches in Paris.

Speak up

7 Do you think 'summer beaches' in cities are a good idea? Why/Why not? How are they different from normal beaches?

It's a beach, but something's different ...

Have you ever sat on a beach in the middle of a city? That may seem like a [1]..... question, but you can in some cities. As we all know, Paris is the capital city [2]..... France and many miles from the sea. However, every July and August Paris gets its own beaches. [3]..... summer since 2002 the city has brought sand to the sides of the River Seine. It takes about five million kilograms of sand to create the beaches [4]..... the city's river. The beaches are free to go to, but they get very busy – so you have to arrive [5]..... ! Visitors enjoy building sandcastles, relaxing in the sun and playing beach volleyball. The idea of summer city beaches has [6]..... very popular. Now you can find these 'pop-up beaches' in cities all over the world.

The longest beach in the world is Praia do Cassino Beach in Brazil. It's over 150 miles long!

LISTENING

Power up

1 **Where do you go when you want to chat with your friends (e.g. school, home, a park)?**

Listen up

2 **e** 10.1 **Listen and choose the correct answer (A, B or C).**

1 You will hear two friends talking about their plans. What are they going to do on Saturday?

A play sport **B** go to a concert **C** go shopping

2 You will hear a coach talking to a basketball team. What does the coach want the team to do?

A practise more often **B** arrive at the correct time **C** try harder in matches

3 You will hear a boy talking about his activity holiday. What's the weather like today?

A sunny **B** wet **C** windy

4 You will hear two school friends talking. What lesson have they just had?

A history **B** geography **C** English

5 You will hear a girl talking about her birthday. What present did she get?

A a mobile phone **B** headphones **C** a laptop

Speak up

3 10.1 **Listen again and complete the sentences in the conversations. Write one word in each gap.**

1 What about going to that ..... in the park on Saturday instead?

2 If you want to stay on the ....., you can't be late.

3 I've worn ..... nearly every day.

4 We watched a ..... about that place!

5 You know I got a ..... phone for my last birthday?

4 **What's the best birthday present you've ever had? What's the best present you've ever given someone?**

5 **Do you like birthday surprises? Why/Why not?**

I love birthday surprises because they make my birthday more exciting. What about you?

I prefer to know what is happening so I don't like birthday surprises. They make me nervous!

SPEAKING

Power up

1 Work in pairs. How many words can you think of to describe a home (e.g. rooms and furniture)? You have three minutes.

2 Find someone in the class who:

1 lives in an apartment.
2 lives in a house.
3 has a pet at home.
4 shares a bedroom.
5 has a garden.
6 has a garage.

Speak up

3 Look at the photos. How is your home the same or different from the ones in the photos?

4 10.2 Listen to two students, Tomas and Aliona. Which of the homes in the photos does Tomas live in?

5 10.3 Listen again and complete the questions the woman asks Tomas.

1 Now, let's talk about home. Tomas, who ..... ?
2 And what's ..... ?
3 Now, Tomas, tell me ..... .

6 Does Tomas give the longest answer to question 1, question 2 or question 3 in Ex 5?

7 e Work in pairs. Student A, ask your partner three questions about his/her home. Student B, answer the questions. Remember to give a longer answer to the question that starts with 'Tell me about ...'. Then swap roles.

Student A

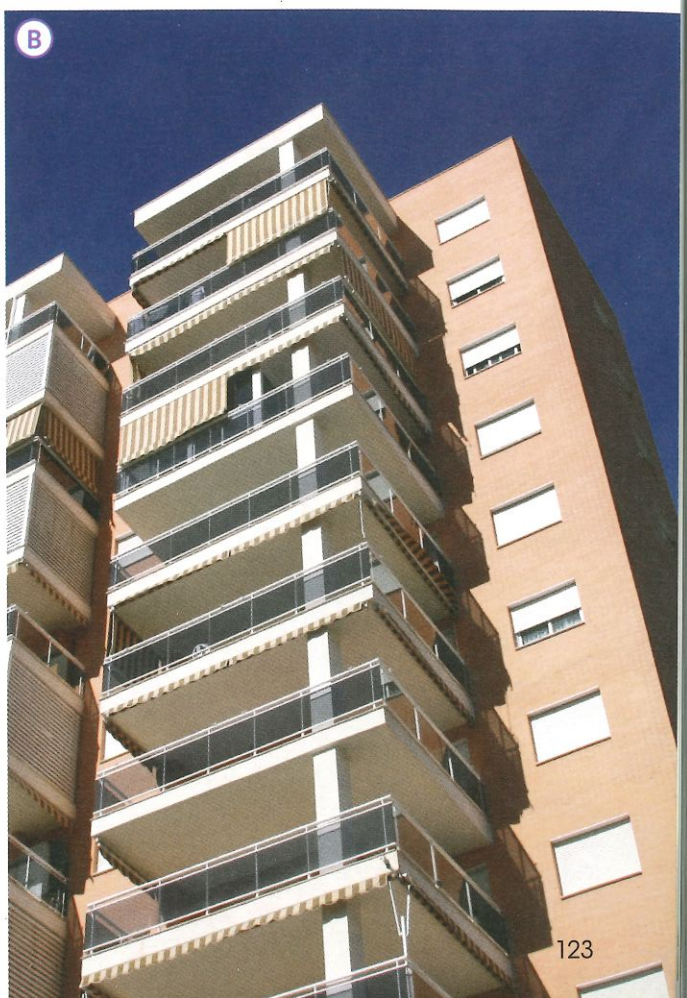
1 Who cooks most of the meals at home?
2 What jobs do you help with around the home?
3 Tell me about your bedroom.

Student B

1 What is the largest room in your home?
2 What time do you usually eat at home in the evenings?
3 Tell me about what you did at home last weekend.

Speaking extra

8 What would you like to change about your home? Why?



WRITING

Power up

1 Work in pairs. Look at the photos (A–C). Where would you most like to spend a holiday? Why?

Plan on

2 10.4 Listen to three people talking about their holidays. Which of the places in the photos did they stay in?

3 10.5 Listen again. What did each person like/not like about the place where they stayed? How did they travel there?

Write on

4 e You want to invite your English friend, Sam, to go on holiday with you and your family. Write an email to him. In the email:

- ask Sam to go camping with you next weekend.
- say where you are going camping.
- say how you will travel there.

Write 25 words or more.

Power up

5 Work in pairs. What things from a holiday can you describe with these adjectives?

amazing beautiful big busy fast friendly interesting modern quiet

6 What opposite adjectives can you think for the adjectives in Ex 5?

Plan on

7 Work in pairs. Look at the pictures below and think about answers to these questions.

1. Who are the people in the pictures?
2. Where are the people?
3. What's happening?
4. How are the people feeling?
5. Why are they feeling that way?

Write on

8 **e** Look at the three pictures. Write the story shown in the pictures. Write 35 words or more.

GRAMMAR FILE

GRAMMAR FILE STARTER

REFERENCE

there is/are

We use *there is/there are* when we want to say that something exists.

There's a pair of trainers.

There aren't any keys.

Is there a mobile phone in the drawer?

Are there any keys on the table?

We often use short forms where possible (*there**'s**, there isn**'t**, there aren**'t***).

We use *there is/isn't + a/an +* noun to talk about one thing (= singular).

There's a noticeboard.

There **isn't a** pair of jeans on the floor.

positive

singular	plural
There**'s** (There **is**) **a/an** …	There **are two/three/ four** … There **are some** …

negative

singular	plural
There **isn't** (There **is not**) **a/an** …	There **aren't two/three/ four** … There **aren't any** …

questions

singular	plural
Is there **a/an** … ?	**Are** there **any** … ?

short answers

singular	plural
Yes, there **is**./No, there **isn't**.	Yes, there **are**./No, there **aren't**.

countable and uncountable nouns; *some* and *any*

Most common nouns are countable. They have both singular and plural forms.

cushion – cushions

Other common nouns are uncountable. They have a singular, but no plural form.

water

positive: *some*

countable	uncountable
There are **some shoes** on the floor.	There's **some money** in my purse.

negative: *any*

countable	uncountable
There aren't **any** bottles.	There isn't **any** water.

questions: *any*

countable	uncountable
Are there **any** posters?	Is there **any** music?

A/an means *one*, but *some* replaces *a/an* when we are talking about more than one thing or about uncountable nouns.

We use *some/any*:

A with plural countable nouns.

some books

B with uncountable nouns.

some milk

Any often replaces *some* in questions and after negatives.

I want **some** eggs.

Do you want **any** eggs?

No, I don't want **any** eggs, thanks.

We use *there are* (+ *some* or a number) + noun to talk about more than one thing (= plural).

There are some posters on my bedroom wall.

For negatives, we use *there aren't + any* to talk about more than one thing.

There aren't any windows.

For questions, we change the order of the words. We use *are there any* to talk about more than one thing.

There are some posters on the wall. →

Are there any posters on the wall?

PRACTICE

there is/are

1 Complete the short answers.

1 **A:** Is there a photo in the book?
B: Yes, ...
2 **A:** Are there three boys in the class?
B: Yes, ...
3 **A:** Is there a clock on the wall?
B: No, ...
4 **A:** Are there two chairs in the garden?
B: Yes, ...
5 **A:** Are there five books on the shelf?
B: No, ...
6 **A:** Is there a cup on the table?
B: No, ...

2 Complete the sentences with *there is* or *there are*.

1 ..... a cat on the chair.
2 ..... some blue and orange pens in the box.
3 ..... two brothers in the family.
4 ..... a signature on the paper.
5 ..... a pair of trainers.
6 ..... two socks.

3 Complete the description of Jack's room.

I like my room. There [1]..... a bed and there [2]..... a small table. There [3]..... two big cupboards. There [4]..... lots of things inside the cupboards. There [5]..... a clock on the table. There [6]..... three posters on the wall. There [7]..... a bin on the floor. There [8]..... also lots of clothes on the floor.

countable and uncountable nouns; *some* and *any*

4 Are these nouns countable (C) or uncountable (U)?

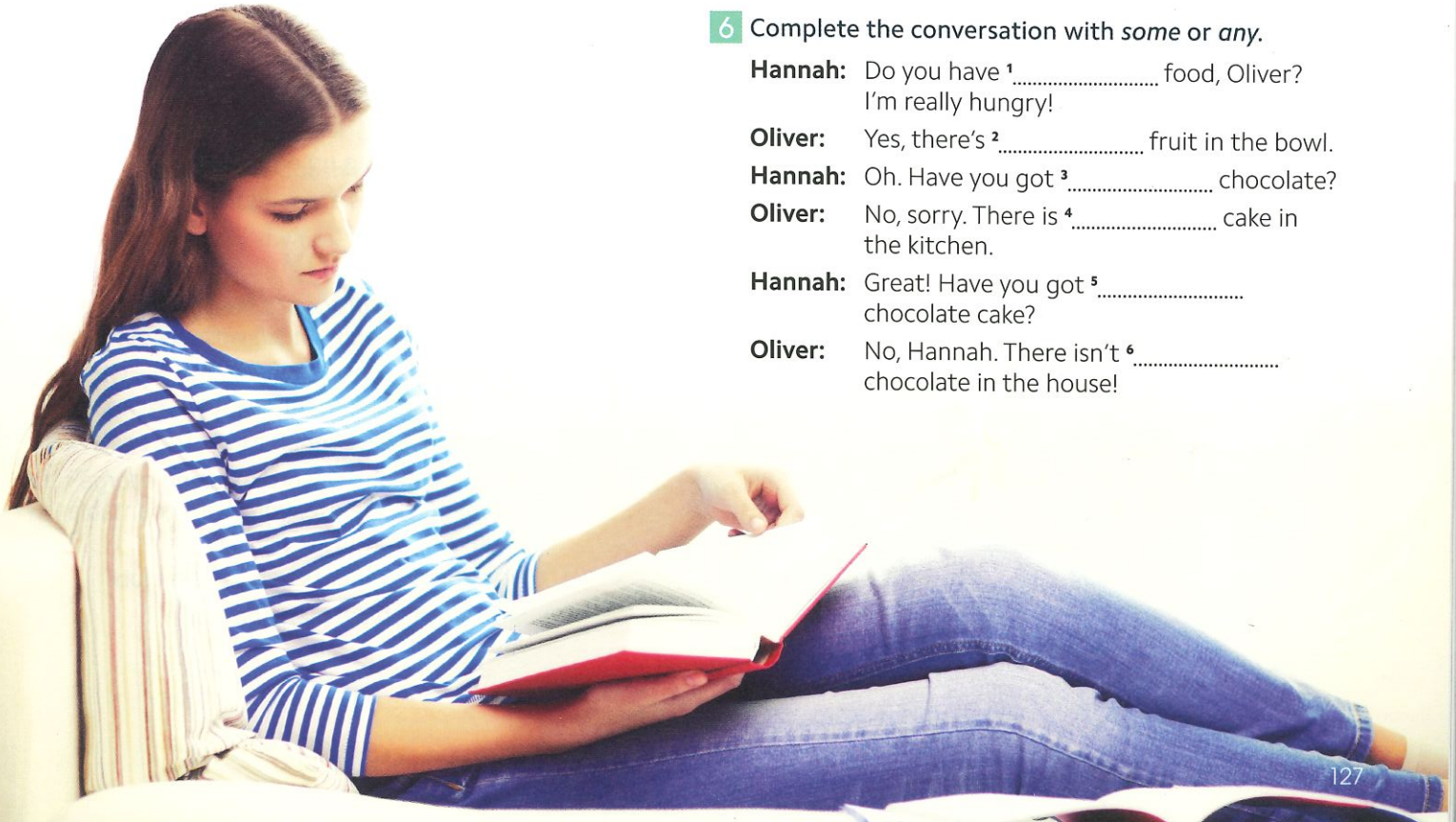
1 water .....
2 shelf .....
3 music .....
4 money .....
5 address .....
6 uncle .....
7 sugar .....
8 book .....
9 bread .....
10 postcode .....

5 Choose the correct words to complete the sentences.

1 I have **some** / **any** money in my bag.
2 Harriet has **some** / **any** interesting books.
3 I don't have **some** / **any** shelves in my bedroom.
4 My grandad doesn't have **some** / **any** music on his phone.
5 We have **some** / **any** free time today.
6 You don't have **some** / **any** socks on your feet!

6 Complete the conversation with *some* or *any*.

Hannah: Do you have [1]..... food, Oliver? I'm really hungry!
Oliver: Yes, there's [2]..... fruit in the bowl.
Hannah: Oh. Have you got [3]..... chocolate?
Oliver: No, sorry. There is [4]..... cake in the kitchen.
Hannah: Great! Have you got [5]..... chocolate cake?
Oliver: No, Hannah. There isn't [6]..... chocolate in the house!



REFERENCE

present simple

We use the present simple for habits, repeated actions and routines, and for things that are always true.

positive

I/We/You/They	sing.
He/She/It	sing**s**.

negative

I/We/You/They	**don't** sing.
He/She/It	**doesn't** sing.

questions

Do	I/we/you/they	sing?
Does	he/she/it	sing?

short answers

Yes,	I/we/you/they	**do**.
	he/she/it	**does**.
No,	I/we/you/they	**don't**.
	he/she/it	**doesn't**.

We use the present simple to talk about:

A something that is always or usually true.

She **lives** in England.

B a habit or routine.

He **plays** football every Saturday.

The present simple can be used with adverbs of frequency: *always, never, sometimes, ever, usually, often.*

Adverbs of frequency say how often something happens and answer the question: *How often?*

I **usually play** video games on Saturday.

In summer, I **sometimes go** fishing.

I **never go** swimming. I **don't like** it.

adverbs of frequency

always — 100%
usually
often
sometimes
not often
not usually
never — 0%

Adverbs of frequency come:

A before the main verb.

He **usually takes** photos at home.

B after the verb *be*.

She **is always** nervous before she performs.

Adverbs of frequency usually appear in the middle of a sentence.

The trains are **never** late.

We **usually** fly our kites on the beach.

But they can also appear in front or end position.

Sometimes he plays the piano.

Why don't you cook dinner more **often**?

We can add *-ly* to adjectives to say how something happens.

quick – quick**ly** slow – slow**ly** quiet – quiet**ly**

She speaks **quickly**.

Some adjectives don't change: hard – hard, fast – fast, high – high, late – late, early – early.

She likes getting up **early**.

Some adjectives are irregular: good – well.

much/many

Much is a quantity word meaning a *large amount of*. We use *much* with uncountable nouns.

How **much** free time does she have?

They didn't have **much** fun at the party.

Many is a quantity word meaning *a large number (of)*. We use *many* with countable nouns.

How **many** students go to chess club?

She doesn't have **many** books.

PRACTICE

present simple; adverbs of frequency

1 **Complete the conversation with the present simple form of the verbs in brackets.**

Tim: What [1] ..... you ..... (do) in your free time?
Oliver: I [2] ..... (like) reading and playing cards.
Tim: [3] ..... your sister ..... (play) cards?
Oliver: No, she doesn't. She [4] ..... (not like) cards.
Tim: What [5] ..... your sister ..... (do) in her free time?
Oliver: She likes cooking. She [6] ..... (bake) cakes all the time.

2 **Complete the text with the present simple form of these verbs.**

go (x2) like (x2) listen not be not buy not sound spend

Anna usually [1] ..... her free time with her friends. They sometimes [2] ..... to the cinema on Fridays. On Saturday mornings she always [3] ..... to town with her friends. Anna [4] ..... usually ..... anything! In the afternoon Anna and her friends often [5] ..... to music in her bedroom. They [6] ..... singing their favourite songs, but they [7] ..... very good! When Anna [8] ..... with her friends she [9] ..... playing video games.

3 **Choose the correct words to complete the sentences.**

1 My dad doesn't like watching films. He **doesn't often go** / **usually goes** to the cinema.
2 Toby **never** / **always** plays his guitar after eleven o'clock at night because everyone is in bed.
3 Katy **often plays** / **doesn't often play** table tennis after school. It's her favourite hobby.
4 Matt and David **always** / **sometimes** watch cartoons, but not all the time.
5 My family **usually** / **don't often** go camping in the summer because we love being outside.
6 I **always** / **sometimes** dance on Saturday mornings. I have a dance lesson every Saturday at 9 a.m.

4 **Rewrite the sentences. Put the adverbs in brackets in the correct place.**

1 Grace goes to camera club on Wednesdays. (always)
.....
2 We watch films in the morning. (never)
.....
3 They aren't late. (usually)
.....
4 My mum sings in the car. (often)
.....
5 Table tennis club is on a Friday. (always)
.....
6 William doesn't go shopping. (often)
.....

much/many

5 **Complete the questions with *much* or *many*.**

1 How ..... clubs do you go to?
2 How ..... free time do you have?
3 How ..... boys are in your class?
4 How ..... time do you spend playing video games?
5 How ..... times a year do you go to the cinema?
6 How ..... music do you have on your phone?

6 **Complete the email. Write one word for each gap.**

To: **Ed** From: **Alex**

Hi Ed,

Do you [1] ..... to come to table tennis club with me? I [2] ..... every Monday after school. There aren't [3] ..... people in the group and they're very friendly. It doesn't cost [4] ..... money – it's only £1.50 a week. It starts at 4.30 p.m. and [5] ..... at 5.30 p.m. What [6] ..... you think?

Alex

REFERENCE

present continuous

positive

I	**'m**	talk**ing**.
He/She/It	**'s**	
We/You/They	**'re**	

negative

I	**'m not**	talk**ing**.
He/She/It	**isn't**	
We/You/They	**aren't**	

questions

Am	I	talk**ing**?
Is	he/she/it	
Are	we/you/they	

short answers

Yes,	I	**am**.
	he/she/it	**is**.
	we/you/they	**are**.
No,	I	**'m not**.
	he/she/it	**isn't**.
	we/you/they	**aren't**.

We use the present continuous to talk about:

A something happening now.

Wait a minute. I**'m texting** my friend.

I**'m not doing** anything at the moment.

What **are** you **doing** right now?

B temporary situations.

Mr Evans **is teaching** computer class because Miss Hill is on holiday.

Tom **isn't playing** football today because he's ill.

What book **are** you **reading** in your English class at the moment?

C something happening in a picture/photo.

In this photo, I**'m** sitt**ing** next to my best friend.

We use the verb *be* (*am, is, are*) + main verb + *-ing*.

We often use the short form of *be*: *I'm, you're, he's, she's*, etc.

We often use the present continuous with these time phrases: *right now, at the moment, now, today*.

For most verbs, we just add *-ing*.

look: I'm look**ing** out of the window.

play: They're play**ing** football.

Remember the spelling rules for verbs + *-ing*:

most verbs	add *-ing*	*catch – catching*
verbs ending in *-e*	remove the final *-e*	*take – taking*
verbs ending in *-ie*	change *-ie* to *-y*	*lie – lying*
verbs ending in one vowel and one consonant	double the final consonant*	*hit – hitting*

*Exceptions include *open – opening, happen – happening, listen – listening* where the stress is on the first syllable.

present simple and present continuous

We use the present simple for a regular activities.

She usually **leaves** the house at 8 a.m.

And we use the present continuous for now, today, around this time or for temporary situations.

Today she**'s leaving** the house at 7.30 a.m.

question words with the present continuous

Question words go before the verb *be*.

question word	*be*	subject	verb
What	**are**	you	do**ing**?
Where	**are**	they	go**ing**?
Who	**is**	she	talk**ing** to?

PRACTICE

present continuous

1 **Complete the short answers.**

1 **A:** Are you doing your homework?
B: No, I ..... . I'm just surfing the internet.

2 **A:** Is Ewan playing on the computer?
B: Yes, he ..... . He's playing with his friends.

3 **A:** Are you texting your friend?
B: Yes, I ..... . He's late!

4 **A:** Are we going the right way?
B: No, we ..... . Look at the map on my phone.

5 **A:** Is Amy using my headphones again?
B: No, she ..... . She's using my headphones.

6 **A:** Are they chatting online?
B: Yes, they ..... . They're talking to their friends in the USA.

2 **Complete the sentences with the present continuous form of the verbs in brackets.**

1 At the moment we ..... (learn) how to make an app.
2 The children ..... (not listen) to the teacher.
3 Anna ..... (show) her friends her favourite vlog.
4 We ..... (build) a robot. Do you want to help?
5 I ..... (not feel) very well. Can you text my mum?
6 My sister ..... (use) her new speakers. Her music is really loud!

3 **Make sentences in the present continuous to complete the conversation.**

Adam: Hi, Zara. [1] ..... (you / enjoy / computer club)?
Zara: Hi, Adam. Yes, I love it! [2] ..... (we / learn / so many new things)!
Adam: What [3] ..... (you / do / at the moment)?
Zara: Our teacher [4] ..... (show / us / how to make a vlog). It's really cool.
Adam: What kind of vlog?
Zara: Well, [5] ..... (I / make / a vlog about animals), but other people are doing different ones. Dan [6] ..... (do / a sports vlog).
Adam: It sounds great!

present simple and present continuous

4 **Choose the correct words to complete the sentences.**

1 Can you use the laptop in a minute? I **'m writing / write** an email.
2 I **'m getting / get** a new mobile phone every twelve months.
3 Every time you **'re clicking / click** on this link, an advert comes on the screen.
4 Can you be quiet? I **'m watching / watch** a film on my laptop.
5 Smile and say 'Cheese!' I **'m taking / take** a photo!
6 **I'm usually checking / I usually check** my emails when I wake up.

5 **Complete the questions with the present simple or present continuous form of the verbs in brackets.**

1 How many messages ..... you ..... (send) every day on your phone?
2 I can hear a noise. ..... your phone ..... (ring)?
3 Which website ..... you ..... (visit) the most?
4 ..... Harriet ..... (play) video games at the moment?
5 What apps ..... you often ..... (use)?
6 Why ..... you ..... (take) your tablet to school today?

6 **Complete the email with the present simple or present continuous.**

To: Amelie From: Yvonne

Hi!

..... you ..... a good time on holiday? I .....my trip to Spain. The weather ..... great here – I'm sure it's ..... in the UK right now! The hotel we are ..... in is really cool. They ..... free WiFi, so I can message you anytime. Today we ..... the National Museum of Science and Technology in Madrid. I ..... in front of it right now. It looks awesome!

Speak soon,

Yvonne

REFERENCE

past simple

to be

We use the past simple to talk about things that happened in the past. We use it for finished actions that are not happening now.

Jack **helped** Anna with her homework.

We use *was* and *were* (the past tense of *be*) to talk about the past.

positive

I/He/She/It	**was**	happy.
We/You/They	**were**	in the café.

We usually use short forms in negative sentences.

negative

I/He/She/It	**wasn't**	happy.
We/You/They	**weren't**	in the café.

regular verbs

Regular verbs end in *-ed*. Sometimes the spelling changes.

talk – talk**ed** arrive – arrive**d** study – stud**ied**
travel – travel**led**

positive

I/He/She/It/We/You/They	help**ed**.

We make negative sentences with *did/didn't* and the base form of the verb.

We don't add *-ed* to the verb in negative sentences.

We usually use short forms in negative sentences.

negative

I/He/She/It/We/You/They	**didn't help**.

irregular verbs

Some verbs have a different form in the past simple.

be – was buy – bought come – came eat – ate
find – found go – went have – had know – knew
meet – met read – read see – saw win – won

positive

I/He/She/It/We/You/They	**went**	to school.

negative

I/He/She/It/We/You/They	**didn't go**	to school.

time expressions with the past simple

We often use these time expressions when we talk about the past: *yesterday, last week, last year, two weeks ago, a month ago, in 2018.*

A: When did you see Sam?

B: I saw him yesterday.

past simple questions and short answers

to be

Question words go at the start of the question.

***yes/no* questions**

Was	I/he/she/it	happy?
Were	we/you/they	in the café?

short answers

Yes,	I/he/she/it	was
	we/you/they	were.
No,	I/he/she/it	wasn't.
	we/you/they	weren't.

We can also use question phrases in the same way.

When did you eat lunch?

How often did she have guitar lessons?

What did you do last summer?

***wh-* questions**

Where	was	I/he/she/it?
	were	we/you/they?

regular and irregular verbs

We don't add *-ed* to the verb in questions. We change the word order in questions.

***yes/no* questions**

Did	I/he/she/it/we/you/they	**help**? **go**?

short answers

Yes,	I/he/she/it/we/you/they	**did**.
No,		**didn't**.

***wh-* questions**

Who **did**	I/he/she/it/we/you/they	**help**?
Where **did**		**go**?

PRACTICE

1 **Choose the correct words to complete the blog.**

myschoolspace.com

My first day at secondary school [1]**was** / **were** really good. The other students [2]**was** / **were** very helpful, so I [3]**was** / **wasn't** nervous at all. I enjoyed the lessons because they [4]**were** / **weren't** boring and we learnt new things. The history teacher [5]**was** / **wasn't** very funny. He made me laugh. What about you? [6]**Was** / **Were** the lessons fun on your first day?

2 **Complete the sentences with these verbs**

read talked took were won wore

1 Jake and Alice ..... tired after school.
2 I ..... an exciting book on holiday.
3 The teacher ..... to the students about the exam.
4 We ..... some funny photos at break time.
5 Max ..... his new football shirt for the game.
6 She ..... a prize for her story.

3 **Complete the sentences with the past simple form of the verbs in brackets.**

1 Last year I ..... (travel) to Rome with my geography class.
2 The physics exam ..... (start) at 9 a.m. and ..... (finish) at 11 a.m.
3 I ..... (not study) last night because I ..... (not feel) well.
4 We ..... (run) to school this morning because we ..... (be) late.
5 The teacher ..... (give) the students a lot of homework.
6 We ..... (stop) talking when the teacher ..... (come) into the classroom.

4 **Put the words in the correct order to make questions.**

1 like / you / primary school / did / your?
.....
2 two hours ago / where / you / were?
.....
3 finish / the / you / last exercise / did?
.....
4 this morning / did / arrive late / you?
.....
5 difficult / was / last exam / your?
.....
6 see / you / last night / did / who?
.....

5 **Complete the questions. Write one word in each gap. Match the questions (1–6) with the answers (A–F).**

1 ..... did you go?
2 ..... it rain?
3 ..... you happy?
4 ..... did you leave?
5 ..... the school trip fun?
6 ..... they eat at school?

A Because I was tired.
B Yes, they did.
C No, it didn't!
D Yes, it was.
E Barcelona.
F Yes, I was.

6 **Complete the email. Write one word in each gap.**

To: **Elena** From: **Jess**

Hi Elena,

How [1]..... your school trip? [2]..... you do anything interesting? Last week we [3]..... a school trip to the theatre. We [4]..... by bus, but it took a long time because there [5]..... a lot of cars on the road. When we arrived, the car park [6]..... full! We nearly missed the play.

Bye,

Jess

REFERENCE

comparative and superlative adjectives

type	comparative	superlative
short adjectives cheap, old, young Markets are **cheap**.	add *-er* cheap**er**, old**er**, young**er** Markets are **cheaper than** shops.	add *-est* the cheap**est**, the old**est**, the young**est** Markets are **the cheapest** place to shop.
adjectives ending in *-e* nice, wide He is really **nice**.	add *-r* nice**r**, wide**r** He is **nicer** than me.	add *-st* the nice**st**, the wide**st** He is **the nicest** boy in the class.
one-syllable adjectives ending in one vowel and one consonant fat, big This is a **fat** cat.	double the final consonant, add *-er* fat**ter**, big**ger** My cat is **fatter than** yours.	double the final consonant, add *-est* the fat**test**, the big**gest** This is the **fattest cat** in the world!
two-syllable adjectives ending in *-y* easy, happy This homework is **easy**.	delete *-y*, add *-ier* eas**ier**, happ**ier** This homework is **easier than** yesterday's homework.	delete *-y*, add *-iest* the eas**iest**, the happ**iest** This homework is **the easiest** homework ever!
long adjectives interesting The film was **interesting**.	*more/less* + adjective more interesting This film is more **interesting than** the other one.	*the most/least* + adjective the most interesting This is **the most interesting** film we've watched.
irregular adjectives good, bad, far Today was a **good** day.	better, worse, farther/further Today was **better than** yesterday.	the best, the worst, the farthest/the furthest Today was **the best** day ever!

Note: The comparative of fun is *more fun*.

Shopping with friends is **more fun** than shopping alone.

comparative adjectives

We use comparative adjectives + *than* to compare two people or things.

The black jeans are **cheaper than** the white ones.

Your smartphone is **nicer than** mine.

The new shop assistant is **funnier than** the last one.

Markets are **more interesting than** shops.

The food is **better** here **than** in the other café.

Sometimes *than* isn't necessary.

The shops are always **busier** in the summer holidays.

We can also use comparative adjectives with *have got* for physical features.

I've got **darker** hair than you.

You've got **bigger** feet than me.

Harry's got **curlier** hair than Mark.

superlative adjectives

We use superlative adjectives to compare one thing or person to others in a group. We use *the* before the superlative adjective.

I'm **the youngest** shop assistant.

He's **the nicest** customer.

We always choose **the biggest** pizza.

Matt tells **the funniest** jokes.

She bought **the most expensive** skateboard.

This is **the best** restaurant.

We often use certain expressions after superlative adjectives: *in the world, in the class, in the school, in the town*.

The best music shop **in the town**.

The wettest country **in the world**.

We can also use superlative adjectives with *have got* for physical features.

I've got **the darkest** hair.

You've got **the biggest** feet.

Harry's got **the curliest** hair.

PRACTICE

comparative adjectives

1 Write the comparative form of the adjectives.

1 large .....
2 sunny .....
3 beautiful .....
4 fat .....
5 long .....
6 difficult .....
7 wet .....
8 bright .....

2 Complete the sentences with the comparative form of the adjectives in brackets.

1 The town centre is always ..... (quiet) at night.
2 The flowers in the park are ..... (pretty) than last year.
3 I'm ..... (old) than my sister, but she's ..... (tall) than me.
4 The shops are ..... (crowded) in the summer holidays.
5 My bag is ..... (light) without all those school books!
6 These new trainers are ..... (comfortable) than my old ones.

3 Complete the article with the comparative form of the adjectives in brackets. Use *than* where necessary.

Where do you like to shop?

Shopping in the city is [1] ..... (fun) shopping in a small town. It's also [2] ..... (easy) to get to the shops because there are a lot of buses and trains. City shops are [3] ..... (big), so you can sometimes spend a long time in one shop. I love the mobile phone shops in the city. They're [4] ..... (interesting) the local mobile phone shops. I don't like clothes shops very much. Shopping for clothes is [5] ..... (boring) shopping for fun things like phones. The changing rooms in big shops are also [6] ..... (busy) in small shops and you have to wait for ages.

superlative adjectives

4 Write the superlative form of the adjectives.

1 noisy .....
2 bad .....
3 strange .....
4 careful .....
5 short .....
6 popular .....
7 happy .....
8 polite .....

5 Complete the sentences with these superlative adjectives.

the fastest the fattest the lowest the most comfortable
the quietest the sunniest

1 You get ..... prices when there's a sale.
2 Early morning is ..... time in the shop before lots of customers arrive.
3 This is ..... chair in the shop. Can we get it for my bedroom?
4 It's ..... day of the year and I'm too ill to go out!
5 Our cat is ..... cat in the street. It's eating too much.
6 The bus is ..... way to get to the shopping centre. It only takes ten minutes.

6 Complete the blog. Write one word for each gap.

Funny shopping stories

Last Saturday I did [1] ..... strangest thing. Mum asked me to go to the supermarket with her. I think supermarkets are the most boring shops [2] ..... the world, but mum needed help. She woke me early because she likes shopping [3] ..... the quietest time of the day. When we arrived, she suddenly started laughing. My slippers were still on my feet! They're [4] ..... comfortable than my shoes so I just forgot to change them. 'Don't worry,' said Mum. 'Nobody can see you.' But when we went in, the [5] ..... popular girl in my class was there. I nearly died! Luckily, that shopping trip was shorter [6] ..... our usual trips and we soon went home.

REFERENCE

past continuous

positive

I/He/She/It	**was**	sleep**ing**.
We/You/They	**were**	

negative

I/He/She/It	**wasn't**	sleep**ing**.
We/You/They	**weren't**	

questions

Was	I/he/she/it	sleep**ing**?
Were	we/you/they	

short answers

Yes,	I/he/she/it	**was**.
	we/you/they	**were**.
No,	I/he/she/it	**wasn't**.
	we/you/they	**weren't**.

Past continuous verb phrases have *was* or *were* followed by the *-ing* form of the verb. We use the past continuous:

A for actions happening at a particular time in the past.

He **was doing** his homework this morning.

She **wasn't reading** her book last night.

What **were** you **doing** at ten o'clock this morning?

B to set the scene in a story.

It was a dark night and it **was raining** heavily.

C for two or more actions happening at the same time in the past.

They **were playing** video games and **watching** a film at the same time!

We often use the past continuous with time phrases like *yesterday, last weekend, at three o'clock, at lunchtime, at midday*, etc.

Mum was working **at three o'clock**.

defining relative clauses

Defining relative clauses give us essential information. We don't use commas with defining relative clauses and we can't remove the relative clause and still understand the sentence.

We use defining relative clauses to say who or what we are talking about.

That's the girl **who/that** won the competition.

We visited a castle **which/that** was amazing.

We use these relative pronouns:

A *who/that* for people.

That's the boy **who** found the gold.

B *which/that* for things or animals.

They found some treasure **that** was very old.

We can use defining relative clauses to make two sentences into one.

The film was about a boy. He lived in China.

The film was about a boy **who** lived in China.

past continuous and past simple

We use the past simple and past continuous in the same sentence to talk about an action that was in progress (past continuous) when another action happened (past simple). We use *when* before the action in the past simple.

We **were eating** breakfast when they **came** in.

When they **came** in, we **were eating** breakfast.

PRACTICE

past continuous

1 **Complete the sentences with *was, were, wasn't* or *weren't*.**

1 Emily ..... watching the school play.
2 What ..... you doing at 5 p.m. yesterday?
3 It ..... raining yesterday – it was really sunny.
4 Why ..... Jacob laughing?
5 They ..... studying. They were watching a concert.
6 Sara and Ella ..... sitting together in the cinema.

2 **Write short answers.**

1 **A:** Were they visiting a museum? ✓
B: .....
2 **A:** Was he helping his sister? ✗
B: .....
3 **A:** Were you listening to music? ✗
B: .....
4 **A:** Were you parents watching the documentary? ✓
B: .....
5 **A:** Was Lily talking about that actress? ✗
B: .....
6 **A:** Were you dancing at the concert? ✓
B: .....

3 **Complete the conversation with the past continuous form of the verbs in brackets.**

Harriet: Hi, Finn. I didn't see you at the cinema yesterday. What [1] ..... you ..... ? (do)
Finn: I [2] ..... (play) football. We have a match soon, so we [3] ..... (have) extra practice.
Harriet: Oh, right. Well, the cinema was a bit of a disaster! We [4] ..... (watch) the film and suddenly everything went black!
Finn: Oh no! Was there no electricity?
Harriet: No, it [5] ..... (not work) at all. Lots of people [6] ..... (complain).
Finn: I hope you [7] ..... (not watch) a horror film!
Harriet: No – thankfully!

past continuous and past simple

4 **Choose the correct words to complete the sentences.**

1 I **slept / was sleeping** when they **came back / were coming back** from the concert.
2 William **didn't listen / wasn't listening** when the drama teacher **asked / was asking** him a question.
3 They **talked / were talking** when the film star **arrived / was arriving**.
4 We **watched / were watching** the talent show on TV when the doorbell **rang / was ringing**.
5 She **danced / was dancing** when she **hurt / was hurting** her leg.
6 They **waited / were waiting** outside the theatre when they **saw / were seeing** their favourite actor.

5 **Complete the questions with the past continuous or past simple form of these verbs.**

arrive go hurt meet snow watch

1 Were they watching a sci-fi film when you ..... home?
2 Where ..... you ..... when I saw you yesterday?
3 ..... it ..... when you went to the park?
4 ..... you ..... that comedian on TV when I called you?
5 Was Ewan living in the USA when you first ..... him?
6 I was dancing in a show when I ..... my leg.

6 **Complete the blog. Write one word for each gap.**

A brilliant art exhibition!

It was the middle of the holidays and my friend and I were [1] ..... for something interesting to do. We [2] ..... getting bored of the park and the shopping centre when my mum suggested a new art exhibition in town. To be honest, we [3] ..... very excited – we [4] ..... hoping to do something more interesting! When we arrived at the exhibition, a lady [5] ..... giving everyone headphones. We [6] ..... understand why at first. Then the lady [7] ..... us it was an interactive art exhibition. Music was [8] ..... on the headphones. The music changed each time we stopped at a different painting. It [9] ..... really cool – and not boring at all!

REFERENCE

talking about the future

be going to

We use *be going to* to talk about intentions about the future or things we have decided to do.

I'**m going to stay** with my cousins next year.

They'**re going to take** lots of photos on holiday.

A: Are you **going to** talk to him? **B:** Yes, I **am**.

We use the verb *be* in front of *going to* + the infinitive of the main verb.

positive

I	**am**	**going to stay**.
He/She/It	**is**	
We/You/They	**are**	

negative

I	**am not**	**going to stay**.
He/She/It	**isn't**	
We/You/They	**aren't**	

questions

Am	I	**going to stay**?
Is	he/she/it	
Are	we/you/they	

short answers

Yes,	I	**am**
Yes,	he/she/it	**is**.
	we/you/they	**are**.
No,	I	**am not**.
No,	he/she/it	**isn't**.
	we/you/they	**aren't**.

We also use *be going to* for future plans and intentions which we aren't sure about.

Sandra **is going to** meet some of her friends soon.

Are you and Emma **going to** travel to the airport together?

will

positive

I/He/She/It/We/You/They	**will**	**win**.

negative

I/He/She/It/We/You/They	**won't**	**win**.

questions

Will	I/he/she/it/we/you/they	**win**?

short answers

Yes,	I/he/she/it/we/you/they	**will**.
No,	I/he/she/it/we/you/they	**won't**.

We use *will* or *won't* (*will not*) to talk about predictions or things we think or know will happen.

She'**ll enjoy** the boat trip.

It **won't be** very busy at the bus station.

A: Will it **be** hot in Spain? **B:** Yes, it **will**.

We often use *I think/I don't think* before *will*.

I think she'**ll come** later.

Note: Don't forget short forms when we use *I/you/he/she/we/they*.

I **will** – I'**ll** she **will** – she'**ll** we **will** – we'**ll**

present continuous for future

We use the present continuous to talk about definite plans or arrangements for the near future.

We'**re flying** to France this evening.

I'**m taking** the bus to the beach later.

Are you **coming** to the park?

We often use these future time phrases with the present continuous: *this afternoon, later, tonight, this evening, tomorrow, next week, at the weekend, in the summer, next year.*

Note: We don't usually say *going to go*. We use the present continuous.

~~We're going to go to the cinema tonight.~~

We'**re going** to the cinema tonight.

She'**s going** to Argentina next year.

PRACTICE

talking about the future: *be going to, will*

1 **Put the words in the correct order to make sentences.**

1 to / around the lake / going / we're / ride
2 is / Emily / to / a helicopter / fly / going
3 get / aren't / you / to / the train / going
4 on the ship / to / they / going / sleep / are?
5 enjoy / not / I'm / going / the long journey / to
6 Jack / wait / is / to / going / on the platform?

2 **Complete the questions with *be going to* and the verbs in brackets. Then complete the short answers.**

1 **A:** Is Daniel ..... (buy) a train ticket today?
B: Yes, ...
2 **A:** Are Emma and Alex ..... (travel) together?
B: No, ...
3 **A:** Are we ..... (arrive) late?
B: Yes, ...
4 **A:** Is your sister ..... (get) the train, too?
B: No, ...
5 **A:** Are you both ..... (wait) at the airport for me?
B: Yes, ...
6 **A:** Are you ..... (come) with me?
B: No, ...

3 **Complete the sentences with *will/'ll* or *won't* and the verbs in brackets.**

1 We ..... (go) on the underground because it's faster.
2 When she's seventeen, Ellie ..... (ride) a motorbike to school.
3 I think they ..... (sail) to South America next year.
4 The bus ..... (not come) today because it's snowing.
5 ..... you ..... (write) to me from Spain?
6 We're late. I don't think the bus driver ..... (wait) for us.

4 **Complete the conversations. Use *be going to* or *will* and the verbs in brackets.**

1 **A:** The car park is full. What ..... we ..... (do)?
B: There's another one near the station. I think it ..... (have) spaces.
2 **A:** I ..... (meet) Charlie at the train station. Do you want to come?
B: Sorry, I can't. I ..... (visit) my grandma.
3 **A:** Emma ..... (stay) with her cousin in Brazil this summer.
B: Cool. I know, she ..... (have) a great time.

present continuous for future

5 **Complete the sentences with these verbs.**

'm getting	'm meeting	're taking
're travelling	are riding	is catching

1 We ..... around Europe by train this summer.
2 I ..... Alice at the bus stop after school.
3 They ..... sandwiches on the train journey.
4 My parents ..... their motorbikes to Scotland.
5 I ..... the bus to the town centre.
6 Oscar ..... the ferry to the island.

6 **Choose the correct words to complete the email.**

To: **Emily** From: **Will**

Hi, Emily!

I'm having a great time in Sydney, Australia with my family. We [1]**'ll leave / 're leaving** for the train station soon because we [2]**'re going / 'll go** to the Blue Mountains National Park. The train journey [3]**will / won't** be very long – only about an hour. At the park, my brother and I [4]**are / is going** to ride mountain bikes. Mum [5]**is / isn't** meeting some friends and they [6]**'re going to / 'll** walk up a mountain. I think it [7]**will / won't** be colder than in the city. Dad [8]**doesn't come / isn't coming** with us because he doesn't feel well.

I'll send you some photos soon.

Bye for now,

Will

REFERENCE

ability and possibility: *can/could*

positive

I/He/She/It/We/You/They	**can**	swim.
	could	

negative

I/He/She/It/We/You/They	**can't**	swim.
	couldn't	

questions

Can	I/he/she/it/we/you/they	swim?
Could		

short answers

Yes,	I/he/she/it/we/you/they	**can**.
		could.
No,	I/he/she/it/we/you/they	**can't**.
		couldn't.

We use *can* + infinitive to talk about ability and possibility in the present.

can = ability

can means 'be (physically) able to'

I **can play** table tennis, but I'm not very good.

Students **can help** referee the game.

Can you **play** the piano? Yes, **I can**. /No, **I can't**.

can = possibility

can means 'it is possible'

Learning to surf **can be** difficult.

Big classrooms of kids **can be** difficult to control.

Travelling long distances **can be** hard.

We use *could* + infinitive to talk about ability in the past.

Matt **could swim** when he was six years old.

Some people **couldn't hit** the ball really hard.

He **could practise** judo all afternoon.

obligation: *have to/had to*

positive

I/We/You/They	**have to**	train every day.
	had to	
He/She/It	**has to**	
	had to	

negative

I/We/You/They	**don't have to**	train every day.
	didn't have to	
He/She/It	**doesn't have to**	
	didn't have to	

We use *have to* + infinitive to talk about general rules in the present or something that is necessary.

You **have to wear** a helmet when you're cycling.

He **has to wear** special trainers in the tennis club.

We use *had to* + infinitive to talk about general rules in the past or something that was necessary.

My mum **had to wear** a tie when she was at secondary school.

Emily **had to drink** a lot of water during the race.

We use *don't/doesn't have to* (present) and *didn't have to* (past) when there is no obligation.

You **don't have to** buy a skateboard. You can use mine.

I **didn't have to buy** a skateboard. I used my friend's.

PRACTICE

ability and possibility: *can/could*

1 Write short answers.

1 **A:** Can he play hockey? ✓ **B:** .....
2 **A:** Could he play basketball at primary school? ✗ **B:** .....
3 **A:** Can you do judo at the leisure centre? ✗ **B:** .....
4 **A:** Could you swim five years ago? ✓ **B:** .....
5 **A:** Can sports equipment be expensive? ✓ **B:** .....
6 **A:** Can children play ball games here? ✗ **B:** .....

2 Complete the conversations with *can, can't, could* or *couldn't*.

1 **A:** ..... we swim on this beach?
B: No, we ..... . The sea ..... be dangerous here.
2 **A:** ..... you play tennis?
B: Yes, I ....., but I only learnt to play this year. I ..... play at all last year. I was terrible!
3 **A:** ..... you walk when you were one year old?
B: Yes, I ....., but my sister ..... walk until she was one and a half.

obligation: have to/had to

3 Choose the correct words to complete the sentences.

1 We **had to / have to** stop the football match yesterday because of bad weather.
2 You **have to / don't have** to wear a helmet, but it's always a good idea.
3 We **had to / didn't have to** wear wetsuits because the water wasn't cold.
4 Eric **have to / has to** practise every day before a big competition.
5 When we play sport at school we **have to / has to** wear a red T-shirt.
6 Lara **has to / doesn't have to** wear goggles, but she prefers to.

4 Complete the sentences with the correct form of *have to*.

1 ..... you ..... wear a helmet when you ride a horse?
2 I ..... leave badminton practice early yesterday because I hurt my foot.
3 Charlotte ..... practise diving every day when she's preparing for a competition.
4 You ..... bring your own racket. You can borrow one.
5 ..... you ..... play football in the rain last Saturday?
6 Now that Liam isn't in the team, he ..... get up early for football practice.

5 Choose the correct answers (A, B or C) to complete the sentences.

1 Ella doesn't ..... do any hockey practice this week.
A have to **B** can't **C** has to
2 Jake ..... dive last summer, but he's really good at it now.
A can't **B** couldn't **C** has to
3 ..... our team win the competition?
A Has to **B** Have to **C** Can
4 Isaac ..... wear special clothes when he goes to judo club.
A have to **B** has to **C** had to
5 Lily isn't very good at sport, but she ..... play the guitar well.
A can **B** has to **C** couldn't
6 My cousin ..... surf when he was only seven years old.
A can **B** could **C** has to

6 Complete the interview with these words.

can (x3) could don't have (x2) have to

A: What's the hardest thing about doing gymnastics at a national level?
B: Well, I have [1]..... get up early every morning for training – that [2]..... be hard!
A: I'm sure! How long do you [3]..... to practise for every day?
B: About four hours a day, five days a week. I [4]..... to practise every day.
A: When did you start gymnastics?
B: I [5]..... always do handstands when I was little, but I started lessons when I was six years old.
A: [6]..... anyone do gymnastics?
B: Yes, definitely. You [7]..... to be really fit; you [8]..... start with simple gymnastics.

REFERENCE

present perfect

positive

I/We/You/They	have	**been**	to Africa.
He/She/It	has		

negative

I/We/You/They	**haven't**	**been**	to Africa.
He/She/It	**hasn't**		

We use the present perfect (*have/has* + past participle) to talk about experiences in our lives up to now. We do not say when the experience was.

He**'s been** to a desert. (but we are not saying when)

They **haven't seen** snow.

For the past participle of regular verbs, we add *-ed*.

climb – climbed cook – cooked

Some irregular verbs are the same as the past simple.

put – put – put read – read – read

Other irregular verbs have a different form.

see – saw – seen swim – swam – swum
write – wrote – written

Note:

The verb *go* has two past participles (*gone* and *been*) with different meanings.

She**'s gone** to Australia. (She went and is still there.)

She**'s been** to Australia. (She went there and then left.)

present perfect with *ever* and *never*

Have	I/we/you/they	**ever**	**climbed**	a mountain?
Has	he/she/it			

I/We/You/They	**have**	**never**	**climbed**	a mountain.
He/She/It	**has**			

We use the present perfect with *ever* or *never* to talk about general experiences, e.g. what you have done in your life up to now. We use *ever* in questions, to ask if something has happened. There is no specific time.

Have you **ever swum** in the rain?

Has he **ever been** to an island?

We use *never* to say something hasn't happened.

She**'s never skied** in the Alps.

We'**ve never stayed** in a forest.

Ever and *never* go between *have/has* and the past participle.

She**'s never slept** under the stars.

The verb *go* has two past participles. Compare:

She**'s been** to Italy. (She went and she left).

She**'s gone** to Italy. (She's in Italy now).

PRACTICE

present perfect

1 Complete the sentences with *'ve* or *'s* and the past participle of the verbs in brackets.

1 We ..... (camp) near the ocean.
2 She ..... (go) to Argentina.
3 They ..... (see) the iceberg.
4 It ..... (snow) in the mountains.
5 I ..... (find) a beautiful snake.
6 He ..... (write) a book about mountains.

2 Make the sentences in Ex 1 negative.

3 Complete the sentences with *have/has gone* or *have/has been*.

1 Sam isn't here. He ..... to Canada.
2 This is a beautiful island. ..... you ..... here before?
3 I ..... to China. I had a holiday there last year.
4 The students are waiting in the classroom. They ..... on a trip.
5 ..... she ..... home? She wasn't feeling well on the mountain.

4 Complete the questions with the present perfect form of the verbs in brackets. Then complete the short answers.

1 **A:** ..... (you/take) lots of photos of the snow?
B: No, I ..... .
2 **A:** ..... (she/enjoy) her holiday in the rainforest?
B: Yes, she ..... .
3 **A:** ..... (they/read) about the island?
B: Yes, ...
4 **A:** ..... (Charlie/have) a night in an igloo?
B: No, ...
5 **A:** ..... (Ben and Lucy/ride) a camel in the desert?
B: Yes, ...

present perfect with *ever* and *never*

5 Put the words in the correct order to make sentences.

1 she / lost / has / a competition / ever?
.....
2 been / a cold country / has / never / to / Juan
.....
3 ridden / he / a mountain bike / has / ever?
.....
4 you / have / ever / an ice cube / eaten?
.....
5 seen / never / they've / tigers
.....
6 we've / on the beach / slept / never
.....

6 Rewrite the sentences using *ever* or *never*.

1 Have you seen a tiger in the wild?
.....
2 He has swum with dolphins.
.....
3 We have cooked food on the beach.
.....
4 Has she run in the snow?
.....
5 I have got lost on a mountain.
.....
6 Have they camped in a storm?
.....

7 Complete the article with the present perfect form of these verbs.

arrive find learn meet never be not see

A group of students from Scotland [1] ..... at the base camp of Mount Everest. Some of the students [2] ..... to the mountains before. 'The students [3] ..... new interests,' said the teacher. 'We [4] ..... a lot about the area at school, so it's good to be here,' said one student. Another student said, 'I [5] ..... some amazing people. I [6] ..... my family all week, but I feel fine!'

REFERENCE

first conditional

if + present tense	*will/won't* +infinitive
If my dad **opens** a café,	I**'ll help** him.
If you **eat** lots of sweets now,	you **won't be** hungry at dinner time.

We use the first conditional *if/when* + present simple + *will/may/can/could/should* + infinitive for:

A describing possible future situations.

If we **hang out** in a café we **will meet** people.

If we **arrive** late, we **won't get** a table in the restaurant.

B making suggestions and giving advice.

If you**'re tired**, you **should go to bed**.

If you **go swimming**, you **should bring your goggles**.

C making threats.

If you **don't hurry**, I**'ll go** without you.

If you **eat** all of that pizza, you**'ll feel sick**.

D making promises.

If you **win** the race, I**'ll buy** you a present.

If you **eat** a healthy meal, you**'ll feel** better.

We use a comma when *if* comes at the beginning of the sentence.

If she wins the competition, she'll be very happy.

(situation) (consequence)

We don't use a comma when *if* comes in the middle of the sentence.

She'll be very happy if she wins the competition.

(consequence) (situation)

advice: *should*

positive

I/He/She/It/ We/You/They	**should**	eat healthy food.

negative

I/He/She/It/ We/You/They	**shouldn't**	eat junk food.

questions

Should	I/He/She/It/ We/You/They	eat junk food?

Should + verb means that what you are talking about is a good thing to do. We use *should* + infinitive to give or ask for advice.

You **should do** more exercise.

Should I **buy** this T-shirt?

The negative *shouldn't* + verb means that something isn't right.

You **shouldn't eat** a lot of fried food.

PRACTICE

first conditional

1 **Put the words in the correct order to make sentences. Start with the words in bold.**

1 stomach ache / too much cake, / you'll get / you eat / **if** /

.....

2 hungry / your burger / if / you don't feel / **I'll eat**

.....

3 there isn't any / I'll have / a sandwich / **if** / soup,

.....

4 we won't be / **if** / late for lunch / we hurry up,

.....

5 a birthday cake / upset / I don't get / **I won't be** / if

.....

6 sick / he finishes / **Liam will be** / if / that packet of biscuits!

.....

2 **Choose the correct words to complete the sentences.**

1 If **it's** / **will be** sunny, we'll eat outside.
2 If you **don't follow** / **won't follow** the instructions, the cake won't taste nice.
3 I **buy** / **'ll buy** you some crisps if you're hungry.
4 If Emma **doesn't finish** / **won't finish** her pasta, she won't get any ice cream.
5 He **isn't** / **won't be** happy if he has boiled vegetables for dinner.
6 If you **do** / **'ll do** lots of exercise, you'll get very thirsty.

3 **Complete the first conditional sentences. Use the correct form of the verbs in brackets.**

1 If we ..... (start) cooking now, the food ..... (be) ready by 6 p.m.
2 We ..... (have) a picnic if it ..... (not rain).
3 You ..... (be) hungry later if you ..... (not have) breakfast.
4 Mum ..... (call) me if she ..... (need) more eggs from the shop.
5 If I ..... (make) a birthday cake for my dad, he ..... (be) really happy.
6 I ..... (eat) the last cake if no one else ..... (want) it.

advice: *should*

4 **Complete the advice with *should* or *shouldn't*.**

1 **A:** I'm hungry.
B: You ..... have a snack.
2 **A:** I have stomach ache.
B: You ..... eat so quickly.
3 **A:** My sister loves cooking.
B: You ..... get her a cookbook for her birthday.
4 **A:** I forgot my lunch box.
B: You ..... tell your teacher.
5 **A:** The biscuits are black!
B: You ..... cook them for so long.
6 **A:** I've got a headache.
B: You ..... watch so much TV.

5 **Complete the questions with *should* and these verbs.**

bake bring grill have invite wear

1 ..... we ..... the meat or fry it?
2 What time ..... we ..... dinner?
3 How long ..... I ..... the bread for?
4 Who ..... I ..... to my party?
5 ..... I ..... a nice dress for dinner?
6 What food ..... I ..... to the party?

6 **Complete the advice. Use *should* or *shouldn't* and these verbs.**

be drink eat find go make sure

I want to get fit, but I'm not sure how. Any advice?

Here's my advice for getting fit. Firstly, I think you [1]..... a gym or exercise class you like. It [2]..... difficult – there are lots of good gyms in our town. Also, you [3]..... well – healthy food is really important. You [4]..... to fast food restaurants too often. Instead, you [5]..... that you eat lots of fruit and vegetables. Another important thing is water. You [6]..... lots of water every day. Hope that helps!

EXTEND VOCABULARY

Unit 1

collocations
play a board game
play chess
play the keyboard
read magazines
take photographs
join a club
write songs

Unit 2

technology
file (*n*)
software (*n*)

collocations
check online
create a file
download software
open a file
save a file
search the internet
use software

prepositions of place
above
beside
close to
over
under
inside
outside

Unit 3

education
advanced (*adj*)
beginner (*adj*)
dictionary (*n*)
eraser/rubber (*n*)
science (*n*)
term (*n*)

compound nouns
classmate
exam results
school rules
staff room
whiteboard

Unit 4

shopping
advert/advertisement (*n*)
bank (*n*)
bill (*n*)
cost (*n*)
manager (*n*)
shopper (*n*)
shopping list (*n*)

shopping verbs
complain
rent
return
serve

Unit 5

entertainment
author (*n*)
go out (*phr v*)
opera (*n*)
star (*n*)
the news (*n*)

adjectives
angry
sad
sorry

Unit 6

types of transport
ambulance (*n*)
scooter (*n*)
taxi (*n*)

transport verbs
delay
explore
miss
park
repair
return
stop

Unit 7

sports
baseball (*n*)
cricket (*n*)
golf (*n*)
rugby (*n*)
volleyball (*n*)
windsurfing (*n*)

sports equipment
bat (*n*)
kit (*n*)
boots (*n*)

Unit 8

the natural world
field (*n*)
forest (*n*)
grass (*n*)
moon (*n*)
plant (*n*)
rock (*n*)
star (*n*)
wood (*n*)

animals
elephant (*n*)
insect (*n*)
lion (*n*)
rabbit (*n*)

weather
autumn (*n*)
spring (*n*)
summer (*n*)
winter (*n*)

Unit 9

food and drink
butter (*n*)
candy (*n*)
chilli (*n*)
cream (*n*)
curry (*n*)
garlic (*n*)
grapes (*n*)
honey (*n*)
sausage (*n*)
toast (*n*)
yoghurt (*n*)

illnesses
break your arm (*phr*)
cut your finger (*phr*)
hurt your foot (*phr*)
burn your hand (*phr*)

EXAM FILE: SPEAKING

You take the Speaking test with a partner, and there are two examiners. One examiner speaks to you and the other examiner just listens. There are two parts to the Speaking test. Each Part has 2 Phases. The whole test takes 8–10 minutes.

Part 1: Interview (3–4 minutes)

Phase 1 Task overview

The examiner asks you and your partner for some information or facts about yourselves.

Example task

- How old are you?
  I'm thirteen.
- Where do you live?
  I live in Madrid.

Phase 2 Task overview

The examiner asks you and your partner some personal questions about two different things, for example your family, school, daily life or what you do in your free time. You can give short answers to these questions, but when the examiner says, 'Tell me something about …', you should give a longer answer.

Example task

Free time

- How much free time do you have on school days?
- How much free time do you have at the weekend?
- Who do you spend your free time with?
- What do you do in your free time?
- Now, please tell me something about spending free time alone.

Holidays

- Where do you go for holidays?
- How often do you have holidays?
- What's your favourite activity on holiday?
- When is your next holiday?
- Now, please tell me something about travelling a long way for a holiday.

Home

- What time do you usually have dinner at home?
- Who cooks most of the meals in your home?
- What jobs do you help with around the home?
- What's your living room like?
- Now, please tell me something about your bedroom.

Exam help

- Listen carefully to the questions.
- If you don't hear or understand a question, ask the examiner to say it again.
- Smile and speak clearly.

useful **language**

On Tuesdays I play basketball/ go swimming.

On Saturdays I go shopping/meet my friends.

I like/love/enjoy …

I don't like/hate …

I'm good/brilliant at …

I'm OK/not good at …

It's amazing/brilliant/cool!

Part 2: Discussion (5–6 minutes)

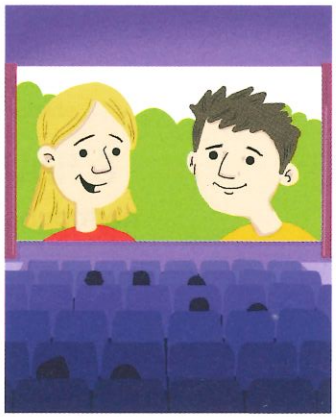
Phase 1 Task overview

The examiner gives you and your partner some pictures to look at. The examiner asks you both if you like or dislike the different activities, things or places in the pictures. You also have to give reasons for your opinions. You and your partner should talk together about the pictures.

Example task

Here are some pictures that show different activities.

Do you like these weekend activities? Say why or why not.



Exam help

- Don't forget that you and your partner should talk together.
- Look at your partner when you speak to her/him.
- Look at each picture and say if you like or dislike what it shows. Give a reason for your opinion.
- Sometimes you can talk about a picture first and sometimes your partner can talk about a picture first.
- Talk for as long as you can. The examiner will tell you when to stop.

Phase 2 Task overview

The examiner asks you and your partner one or two questions on the same topic as Phase 1.

Example task

Now, do you prefer to do activities on school days or at the weekend, Student B? (Why?)

And what about you, Student A?

What new activity would you like to do, Student A? (Why?)

And what about you, Student B?

Exam help

- Always listen carefully when the examiner asks your partner a question first because the examiner will then say, 'And what about you?'
- If you forget the question, ask the examiner to say it again.
- Use the vocabulary and grammar that you have learned.

useful **language**

saying you like something and giving a reason

A: I like festivals. I think they're fun.

B: I like them because I love listening to music.

B: I always love going to a restaurant because the food is great!

A: I really enjoy eating out. I think it's very special.

saying you dislike something and giving a reason

B: In my opinion, the theatre is boring. That's why I don't like it.

A: I don't like it because, for me, the plays are often too long.

A: And I don't really enjoy art exhibitions. It's hard to understand art!

B: I don't like the cinema because I hate it when other people talk during the film.

useful **language**

I prefer to do activities at the weekend because I have more free time.

Yes, I like doing activities at the weekend too. On school days, I have to do my homework.

I'd like to learn to play the guitar. I think it's hard, but I'd like to try!

Well, I don't really know – perhaps go sailing?

EXAM FILE: WRITING

There are two parts to the Writing test. In Part 6 you write a short message. In Part 7 you write a short story about some pictures.

Part 6: A short message/email

Task overview

In Part 6 you have to write a short message. You read an email or information about a situation. You have to answer three questions about it then you write an email or message of twenty-five words or more.

Example task

Your English friend Nina doesn't know anything about the school trip that you're going on. Write an email to Nina.

In the email, tell Nina:

- **where** you're going;
- **how** you will **travel** there;
- **what** you're going to **do**.

Write **25 words** or more.

Example answer

Hi Nina,

Guess what! I'm going on a school trip next week to Berlin. We're travelling by coach. It will be a long journey! We're going to visit the museums and then we're going to ride bikes in a famous park.

See you soon,

Sophie

Exam help

- Read the question carefully so that you understand the situation.
- Read the questions and think about the tense in your answer (e.g. If you read 'How you will travel there?', write 'I'll/We'll travel …').
- Make sure that you answer all three questions.
- Begin and end the email with the correct phrases.
- Use friendly language.
- Check your work for grammar or spelling mistakes.
- Write at least twenty-five words.

Over to you

Now write your own answer to the task. Make sure that you answer the three questions. Use the Exam help to check your work.

useful **language**

Hi …

The school trip will be to …

It will be from … to …

We're travelling to … by …

It will be a long/short/interesting journey.

We're going to visit … and then …

Part 7: A story

Task overview

In Part 7 you have to write a story. You look at three pictures and describe the story you see in them. You have to write thirty-five words or more.

Example task

Look at the three pictures.

Write the story shown in the pictures.

Write **35 words** or more.

Example answer

Last weekend Daniel and George were watching a film at the cinema. At the beginning of the film a mobile phone started ringing. Some girls were sitting next to them and they thought it was the girls' phone. Daniel and George were really angry and looked at the girls. Then one of the girls pointed at Daniel's bag. Daniel's mobile phone was in his bag and it was ringing! Daniel saw his phone and felt really bad. His face went red, but George was laughing. In the end, Daniel switched off his phone and said 'sorry' to the girls.

Exam help

- Describe each picture.
- Say who you can see in each picture and what the people are/were doing.
- Say where the story happened.
- Use words that explain when things happened (e.g. *later*).
- Use words like *because* and *so* if possible.
- Use some adjectives.
- Choose a title for your story.
- Check your work for grammar or spelling mistakes.
- Write at least thirty-five words.

Over to you

Now write your own answer to the task. Make sure that your story has a beginning, a middle and an end. Use the Exam help to check your work.

useful **language**

saying when things happened in a story

Last Saturday/week/month …

At the beginning/end of the evening …

That morning/afternoon/evening …

A few minutes later …

The next day …

Then …

Later …

AUDIOSCRIPTS

S.1

I like this photo. It's me, with my parents. We live in London, but in this photo we are on holiday in Italy, in the winter. I like spending time with my parents because they are fun to be with. They laugh a lot and tell me funny stories.

S.2

I see grandma Rose a lot because she lives near us. I only see my other grandma at Christmas. She lives in Australia and her name is Sarah. My mum and dad's names are Nicky and David. I have a brother. His name is Tom. My cousin Gemma also has a brother. He's my cousin Rob. Gemma's mum and dad are Aunty Alice and Uncle Steve. Uncle Steve's my dad's brother. My mum doesn't have any brothers or sisters.

S.3

1
A: Can I have a pen, please?
B: Yes, here you are.
2
A: What page is it, please?
B: Page fourteen.
3
A: Can I open the window, please?
B: Yes, in a minute.
4
A: Can you repeat the question, please?
B: Yes, of course.
5
A: What's 'escritorio' in English?
B: Look it up in the dictionary.
6
A: What does 'boring' mean?
B: It means 'not interesting'.

S.4

1
A: What's your surname?
B: Smith. My name's Emma Smith.
2
A: What's his date of birth?
B: It's the twenty-sixth of March, 2003.
3
A: What's the school postcode?
B: It's GL7 6JM.
4
A: What's Orla's nationality?
B: Irish. She's from Dublin.
5
A: What's the website address for the shop?
B: It's www.my2shop.com.
6
A: What's Matt's telephone number?
B: It's 07793 982 776.

1.1 and 1.2

1 On Tuesdays I often play my guitar, but I can't if I have homework. Every Saturday I play rugby for school. I do the same on Sunday.
2 In my free time I watch TV and take my camera out to take photos … erm … I take photos every weekend.
3 In my free time I normally dance. It's normally six times a week.
4 On Wednesdays I go swimming and on Sunday I play football.
5 In my free time I play football and I do it on Tuesdays and Saturdays.
6 Erm, after school I like to sing and play piano, and on Wednesdays I play netball or go to the park with my friends and play basketball or tennis.

1.3

1 Hi! My name's Matt. I love being outside. At the weekend I often go to the mountains with my family. We cook on a fire and we sleep in a big tent. I love sleeping under the stars.
2 Hi, I'm Emily. I always have a book in my hands! My favourite writer is J K Rowling. I have all her books.
3 Hi! I'm Harry. My favourite hobby is art. My sister also enjoys art. She likes painting, but I like making cartoons. I usually use coloured pencils.
4 Hi, my name's Alice. I love spending time in the kitchen. I often make biscuits and cakes for my friends.
5 Hi! I'm Oliver, but my friends call me Oli. I really enjoy music. I have lots of songs on my phone. My friends say I've got a really good voice!
6 Hi, my name's Poppy. In my free time I often go with my dad on his boat. Sometimes we're lucky and have the fish we catch for dinner.

1.4 and 1.5

Hi, Adam. It's Lizzie here. I'm calling about the cooking day at Star Café. So, it's on Sunday; I hope you're free then – I know you're busy on Saturday. It's thirty-two pounds for the whole day. How much money do you want to spend? Because we can just do a morning or afternoon for eighteen pounds. I can do the whole day or half a day – I don't mind. Do you know where the Star Café is? It's the café on Station Street, near the bank. It's easy to find. My mum knows the cooking teacher and she's really nice. Her name's Emma Bailey – that's B-A-I-L-E-Y. I don't know how many people she teaches in a group, but it's always very popular so it's a good idea to phone and book a place. The phone number is 01455 673 889. The café closes at five o'clock and it's half past four now. Call me when you can. Bye!

1.6

A: OK, let's play the board game.
B: You go first, Layla.
A: OK, Mario. I think this picture is about video games. Do you like playing video games?
B: Yes, I love playing video games.
A: When do you usually play?
B: In the evenings or at weekends. OK, my turn. Do you like listening to music?
A: Yes, I do.
B: What kind of music do you like listening to?
A: Pop – I love Ariana Grande. I'm good at singing too. Do you want me to sing one of her songs?
B: Er … no, thanks.

1.7

A Hi, I'm Chloe. I come here every week. I love it! The people are really nice and I learn something new each week. The pictures I take are quite good now.
B Hi, I'm Max. I really enjoy this club. My friends don't go to the club, but that's OK. The people are really nice. I like talking about my ideas with other people. One day I want to be a famous rock star!
C I need a drink! Hi, I'm Rebecca. This is my favourite time of the week. I love this club! It's great exercise and I listen to my favourite music! I always feel great afterwards.
D Hi, I'm Charlie … and I'm not very good at this! I don't often hit the ball! But it's my first week. It's good fun and I enjoy playing with my friends.

1.8

1 My brother loves [beep]. His pictures are always full of different colours.
2 We always listen to the [beep] in Dad's car. It's so boring! I prefer my own music.
3 We often go [beep] for our holiday. We have a really big tent.
4 I have an [beep] for Sarah's party next week. I can't wait!
5 My cousin [beep] comics. He's got over 200 comics now.
6 I don't think the dog is [beep]. It's beautiful!

1.9

1 My brother loves painting. His pictures are always full of different colours.
2 We always listen to the radio in Dad's car. It's so boring! I prefer my own music.
3 We often go camping for our holiday. We have a really big tent.
4 I have an invitation for Sarah's party next week. I can't wait!
5 My cousin collects comics. He's got over 200 comics now.
6 I don't think the dog is ugly. It's beautiful!

AUDIOSCRIPTS

1.10

Every summer I go to Berkley Activity Camp with my brother and sister. It's a brilliant place! There are so many different activities to do. My hobby is singing and my sister loves dancing. Every morning we go to singing and dancing lessons. My brother goes to guitar lessons. In the lessons, they play the guitar and write songs. In the afternoons there are cooking lessons or art lessons. I don't like art, but I enjoy cooking. We don't have much free time in the evenings. Sometimes we play video games or watch a film. I usually chat with friends and listen to music.

2.1 and 2.2

A: Hi, Tom. I'm looking for Ella. Do you know where she is?

B: She's in the other room. She's talking to her friend on her phone – as usual! Why?

A: We're doing a project together for school and I need her help.

B: Can I help? I'm not doing anything important right now. I'm only playing a video game.

A: OK, thanks. I'm trying to find this information on a website, but my phone isn't working.

B: No problem. We can look for it on my phone. What's the website address?

A: Thanks, Tom. It's www …

2.3

A speakers
B printer
C headphones
D laptop
E webcam
F screen
G keyboard
H digital camera
I mouse

2.4

1 This is Upgrove School of Dance. For information about dance classes, please call 07765 487 912. That's 07765 487 912.

2 Hi, it's Claire here. Can you email me our history homework, please? My email address is Claire 14 at school dot a c dot u k. That's Claire 14, C-L-A-I-R-E-1–4 ,at school dot a c dot u k. Thanks!

3 The cinema is now closed. For opening times, please go to our website, W-W-W dot cinecity dot com. That's W-W-W dot cinecity, C-I-N-E-C-I-T-Y, dot com.

4 Hi! It's Tom here. Do you know what time the football match starts? Could you call me at home, please? My mobile phone doesn't have any battery left. My home number is 01452 723 559. That's 01452 723 559. Cheers!

2.5 and 2.6

1 What time does Emma's online guitar lesson finish today?

A: Hello. Can I speak to Emma, please?

B: Sorry, she's having her online guitar lesson. It's every Tuesday at five o'clock.

A: Ah yes, I remember now. Can I call her at half past five?

B: Her lesson usually finishes at five thirty, but today her lesson's finishing at six. It's her exam soon and she wants more practice.

2 Which woman is Jack's technology teacher?

A: Look, there's my technology teacher, Miss Evans. She's coming into the café.

B: Which one's your teacher, Jack?

A: Ssh! Can you see the woman with short hair and glasses? That's her. She's talking to a woman with long brown hair.

B: Oh yes, I see her. Oh look, she's coming to say hello!

3 How many robots are in the exhibition?

A: And now over to our reporter, Sophie Keyes. Where are you, Sophie?

B: Hello, Mark. I'm usually in the studio, but today I'm speaking to you from the Technology Festival.

A: And what's it like?

B: Amazing! The robot exhibition is fantastic! There are six robots from four different countries. I'm looking at two robot dogs right now!

4 What is the prize for the online competition?

A: Hi, Rose. What are you doing on your laptop?

B: I'm entering an online competition. This fashion website has competitions every month.

A: What do you win?

B: Usually, the winner gets a pen or a book, but it's different this month. They're giving the winner a digital camera! I hope I win!

5 What is Zack's school project about?

A: Hi, Zack. What are you doing?

B: I'm looking at some websites for my school project.

A: Cool! Are you doing your project about space travel?

B: Not this time. I'm writing about cars. My brother's doing his project on trains. What about you? What are you doing?

2.7

This is a picture of me and my friends at school. I'm the girl with dark hair. My friend Tom is taking the picture. He's standing behind me. We're having a technology day. We're making a robot arm. You can see it in the photo. It's on the table in front of me. I'm sitting between Isaac and Chloe. Isaac's the boy with red hair and Chloe has long blonde hair. My best friend Emily is sitting next to Chloe. Emily's wearing a blue jumper. Our teacher is sitting opposite me. She's wearing a T-shirt with flowers.

2.8

1 Do you like my new digital camera? It takes great photos!

2 I can't see Marley. He's standing behind a tree.

3 I'm sitting between my two best friends. Liam's on my right and Ella's on my left.

4 Daniel loves his new music app. He can share music with his friends.

5 Sara is a vlogger. She posts online every week about the films she watches.

2.9

A: Hi, Noah. What are you doing?

B: Hi, Emilia. I'm looking at some digital cameras on the internet.

A: Oh, are you thinking of buying one?

B: Yes, but they're very expensive.

A: Why don't you take photos with your mobile? Is it not working?

B: Yes, it's working, but it doesn't take very good photos. I go to a camera club every Wednesday after school now and I want a good camera.

A: Oh I see. Well, that one looks good. Why don't you click on it?

3.1 and 3.2

A = Ana L = Lucas

A: Hi, Lucas. How was your holiday?

L: Well, I stayed with a friend, Jack, for a few days and then had the weekend with my grandparents. I wasn't away for very long. A week's enough for me. How about you?

A: I was in Brazil because I've got family there. I went to school with my cousin, Camila. It was near the forest.

L: That's so cool! What was it like?

A: Well, the classrooms were very big, with lines of desks. I always tried to sit near the window because I loved watching the amazing blue birds fly past. It's a shame about their timetable – it wasn't like ours.

L: Why? Did they have more classes?

A: No, but they start really early. We left the house at half past six and the classes began at seven o'clock. We're lucky we start at a quarter past eight here – it's easier to get up.

L: Was the food good?

A: My uncle made us sandwiches to take to school, but the school café sold fruit and amazing cheese balls – sort of bread balls; I bought lots of those every day. Anyway, what did you do with your friend on holiday?

L: We played volleyball on the beach with his friends. That was fun and his girlfriend invited me to a game of tennis. She was really good and I lost. In the evening Jack and I enjoyed relaxing with computer games.

3.3 and 3.4

J = Jake A = Anna

J: Hi, Anna. How are things?
A: I'm fine, thanks, but come on, Jake … how was it today?
J: Oh it was OK … Actually, I loved it.
A: Great! Who did you go with?
J: A boy who lives next door. He's got blue hair.
A: Cool. What subjects did you have?
J: My favourite: art and music; and then two hours of maths. But it was OK.
A: Good. Where did you eat lunch?
J: We went into town and bought pizza.
A: Pizza? You're mad! How much did that cost?
J: Oh not too much. But it was my first day, so I just went with the others.
A: Yeah, good idea. I'm glad it went well. See you soon, Jake!

3.5

1 We can buy some lunch in the school café.
2 Did you read the note from our teacher?
3 On my new timetable I've got an hour of maths every day.
4 I don't think I can learn Chinese. It's too difficult!
5 I think my favourite subject is art. I love painting!
6 At break time we usually go outside.

3.6

M = Maria D = Dan

M: Hi, Dan.
D: Happy birthday to you, …
M: Dan, it's late.
D: Hi! I just want to say 'Happy Birthday'.
M: It isn't today. It was yesterday!
D: Oh, sorry! Anyway, how was it?
M: Well, first I had an exam, but it wasn't difficult. After that I had a good day.
D: Great!
M: Anna gave me a cake at lunchtime.
D: That's nice. She makes fantastic cakes! Did you go out for a meal last night?
M: No, I played football. There was a competition. We didn't win, but we had a lot of fun.
D: Ah, fantastic. I'm sorry I couldn't watch it.
M: Don't worry. You can come to my party on Saturday.
D: A party, great! That's exciting!
M: Good, see you then. Bye.

4.1 and 4.2

1 I find shopping on my own easier than shopping with my friends because then I can go in all the shops that I want to go in and don't have to wait around for them.
2 I find shopping easier with friends as it's often more fun and more interesting to spend time with them.
3 I prefer shops because they're bigger, but markets are a lot cheaper.
4 I think expensive clothes are normally better than cheap clothes because the material is nicer and they last for longer.
5 I think markets are more interesting because they're busier and they're louder.
6 I like to go shopping with other people because they can tell me what looks good and it's more fun.

4.3 and 4.4

O = Oliver E = Emma SA = Shop assistant

O: These sunglasses are cool, but I can't find a price on them.
E: Hang on – here's a shop assistant … Excuse me. How much are the sunglasses?
SA: We've got a sale at the moment. They're usually ten euros, but they're two for the price of one.
O: Wow, that's a bargain.
E: Are you getting them?
O: I think so. Just a minute … I've got some cash here. Oh, no. I can't find it.
E: It's OK, Oliver. My mum's outside. Perhaps she can pay with her card for you.
O: OK, thanks! I can pay her back later. Oh, don't forget the receipt.

4.5

1 My new trainers cost forty euros.
2 That's three dollars, please.
3 Have you got fifteen cents?
4 We paid sixty euros for it.
5 An orange juice costs two pounds fifty.
6 I'm saving. I've got ninety pounds already.

4.6 and 4.7

1

A: Can you and Dad take the trousers back to the shop, Oliver?
B: But I love these … And look at the pockets – they're great for school.
A: I know, but I told him not to pay more than twenty euros. The market sells the same ones and they're cheaper. We can go on Saturday.
B: OK, but I need them for Monday. I hope they still have them.

2

I'm very happy with you, Charlie. You're very good with customers and the shop is very tidy when you're here. The most important thing to remember is to give customers the right information. When you don't know what something costs, come and ask me and I can tell you. Don't worry about it. You'll soon learn.

3

A: Wow, it's lunchtime already. Shopping makes me really tired.
B: Me too, Dad. I think we went in every shop. Can we have something to eat, Dad? I'm hungry.
A: Sure. I can cook some pasta.
B: Good idea. I'm sorry we didn't buy anything for Mum's birthday.
A: Me too, but we baked her a cake this morning. That's the best gift for your mum!

4

A: I love your trainers, Nina. But why did you get the orange ones? You hate bright colours.
B: Yes, but I didn't want to spend much money. The orange ones were the cheapest in the shop.
A: Did they have any bigger ones? I'd like to get some.
B: Not in this colour, but they had some in blue.

5

A: This weather's great. Let's buy some food and have a picnic in the park.
B: Oh, I can't. I want to take my new jacket back to the clothes shop. I need a smaller size.
A: Oh, OK. Well, perhaps we can play tennis later.
B: Great. You always have the best ideas. Let's say three o'clock?

4.8

Go straight, go past the traffic lights and turn right. Go over the bridge and it's on your left.

4.9 and 4.10

1 Hi, can you tell me how to get to the market, please?
2 Excuse me, can you tell me where the park is, please?

4.11

1 The shop assistant gave her the jeans in a different [beep], but they were still too big.
2 I only paid thirty pounds for my new watch. It was a [beep].
3 Look, you can [beep] the dress in the changing rooms over there.
4 Oh no, we can't go in the shop now. It's [beep] until Monday.
5 Excuse me, can you tell me the [beep] of this book? I can't find it anywhere.
6 Jack wants to [beep] his old bike. How much do you think he can get for it?

4.12

1 The shop assistant gave her the jeans in a different size, but they were still too big.
2 I only paid thirty pounds for my new watch. It was a bargain.
3 Look, you can try on the dress in the changing rooms over there.

4 Oh no, we can't go in the shop now. It's closed until Monday.
5 Excuse me, can you tell me the price of this book? I can't find it anywhere.
6 Jack wants to sell his old bike. How much do you think he can get for it?

4.13

O = Oscar E = Emily

O: Look at that black jacket, Emily. Can I try it on?
E: It's a bit small. Look – here's a bigger one.
O: Mmm … What do you think? It's the most expensive jacket of them all.
E: I know, but … what about that green one? It's definitely the best colour for you.
O: Yeah, you're right. Let me see. And it's more comfortable than the black one. Oh, I can't decide.
E: Look, can we eat something and then you decide? I'm hungry.
O: Sure, there are lots of places to get food here. One boy sells the most amazing pizzas in the market.
E: Oh I know, but his pizza place is on the other side of the market. We can get some hot dogs at the café here. It's nearer … Come on.

5.1

1 **A:** I love you, Sarah!
B: I love you too, Tom!
2 Oh, no! If I do that, all the other tigers will hate me and I will have to live in another forest!
3 Quick! The aliens are coming! Everyone get back to the spaceship!
4 Police! Put your hands up!
5 *audio effects*
6 Who's there? Jim, is that you? Turn the light on. Arghhh!
7 And here we can see the young elephants with their mothers …

5.2 and 5.3

1 At eight o'clock, I was watching TV. I was also texting my friends.
2 I was playing on my game console.
3 At eight o'clock this morning I was listening to music on my phone.
4 Um … this morning I was chatting to friends on my phone.
5 I was uploading pictures and looking at Instagram.
6 I was watching YouTube videos on my iPad.

5.4 and 5.5

1
A: So what did you think?
B: It was awesome! The play was so funny. I was laughing nearly the whole time!
A: Me too. I thought the actors were excellent! Shall we go and get something to eat now?
B: Yes, please. I'm really hungry!

2
A: You didn't enjoy it, did you? You were playing on your phone a lot. Did you think it was boring?
B: No, it was great. I was looking on the internet for more information about some of the paintings.

3
A: That band was a bit strange. Their songs were very slow, and everyone stopped dancing.
B: I think you're being very kind. They were terrible! Hopefully, the next band will be better and it won't start raining.

5.6 and 5.7

1 Where is Matthew's festival ticket?
A: Mum, I can't find my festival ticket.
B: Where did you last see it, Matthew?
A: I put it on the kitchen table when you were cooking yesterday. I can't see it there or on the bookshelf. Do you know where it is?
B: Erm … Ah yes, I remember now. I put it in the kitchen drawer – to keep it safe!

2 Where did Julia go yesterday?
A: Hi, Julia. Did you go to the open-air theatre yesterday?
B: Well, it was raining when we left for the theatre, so we changed our plans. We all went to an art exhibition in London instead
A: That sounds good. Did you go out in the evening?
B: My friends went to the cinema, but I went home. I was really tired.

3 How much is a ticket for the school concert?
A: Dad, can I have some money to buy a ticket for the school concert, please?
B: OK, Elizabeth. How much do you need?
A: It costs £7.75, Dad, and I've got £4.50 from Mum.
B: Let me see how much I've got in my pocket. OK, here's another £3.25.

4 What did Hannah buy at the rock concert?
A: Hi, Hannah. Did you have a good time at the rock concert?
B: Yes, I did. I bought something for my holiday!
A: What did you get? Was it a band T-shirt?
B: I wanted a T-shirt, but they were very expensive. I just got a baseball cap – it's really cool! Do you want to see it? It's in my bag.

5 What time does the talent show start?
A: Mum, what time is it?
B: It's six o'clock, Emily. Are you ready for the talent show? You don't want to be late!
A: Don't worry Mum, it's at seven o'clock. I don't need to leave until six thirty. Anyway, I only need to change what I'm wearing, then I'm ready.
B: Oh, OK. If you're sure.

5.8 and 5.9

W = Woman A = Alicia M = Marco

W: Do you like these weekend activities? Say why or why not. I'll say that again. Do you like these weekend activities? Say why or why not. All right? Now talk together.
A: OK … um … Well, I think festivals are fun because I like listening to music and I like being outside with my friends.
M: Yes, I like festivals too, and going to the cinema. Do you like the cinema?
A: Yes, I do, but I don't really like the theatre. I think the theatre's a bit boring. Do you like the theatre, Marco?
M: Yes, I do. I don't think it's boring. I like going to the theatre because I like watching plays, especially funny ones. I also sometimes go to the theatre to watch a comedian.
A: Oh, OK. Do you like restaurants? I love food, so I enjoy going out to restaurants. I sometimes go to a pizza restaurant with my family.
M: Yes, I love eating in restaurants too. My uncle has a restaurant, so we often go there at the weekend. I like seeing my cousins there.
A: I never go to art exhibitions. Do you?
M: Sometimes. My parents love going to art exhibitions, but I don't really enjoy going. I don't really understand art!

5.10

W = Woman A = Alicia M = Marco

W: So, Alicia, which of these weekend activities do you like best?
A: Erm … I think I like going to restaurants best – especially pizza restaurants!
W: And you, Marco? Which of these activities do you like best?
M: Erm … it's difficult to choose. Erm … probably I like going to the theatre best.
W: Thank you.

5.11

1 Otto is a very good [beep]. He plays the piano and guitar really well.
2 We had the best [beep] in the theatre! We were really close to the actors.
3 The comedy was really [beep]! We were laughing so much it hurt!
4 My brother wants to be an [beep]. His dream is to be in a Hollywood film.
5 The play was [beep]. The actors were really bad and the story was boring.
6 The best [beep] in the talent show was the girl who danced with her dog.

5.12

1 Otto is a very good musician. He plays the piano and guitar really well.
2 We had the best seats in the theatre! We were really close to the actors.
3 The comedy was really funny! We were laughing so much it hurt!

4 My brother wants to be an actor. His dream is to be in a Hollywood film.
5 The play was terrible. The actors were really bad and the story was boring.
6 The best act in the talent show was the girl who danced with her dog.

5.13

1
A: What were you doing after school yesterday? I called you, but you weren't home.
B: I was at drama club. We were practising for the play next week.

2
A: What were you watching on TV last night?
B: It was a science fiction film. They were trying to save the planet from aliens!

3
A: Who was Oliver talking to at the festival on Saturday?
B: It was his cousin Jack. He was visiting for the weekend.

4
A: What was Anna wearing at the rock concert?
B: A black dress and boots. She looked really cool. She was dancing all night!

6.1

A Yes, I will. I'll live in Australia because there's lots of different animals.
B Uh, I'm going to visit my uncle in Italy and see my friends up north.
C I won't live in another country, but I will travel a lot.
D I think I will live in a different country; I think I'll live in Portugal because it's hotter than England.
E I'm not going to do anything this summer, as I prefer relaxing and I prefer just staying at home and watching TV.
F In the summer I'm going to visit my family in France. We plan to go to Paris and also the beach.

6.2

1 Yes, I will. I'll live in Australia because there's lots of different animals.
2 Uh, I'm going to visit my uncle in Italy and see my friends up north.
3 I won't live in another country, but I will travel a lot.
4 I think I will live in a different country; I think I'll live in Portugal because it's hotter than England.
5 I'm not going to do anything this summer, as I prefer relaxing and I prefer just staying at home and watching TV.
6 In the summer I'm going to visit my family in France. We plan to go to Paris and also the beach.

6.4

1
A: OK, everybody. Let's all take a bag. Now, can anybody remember where we parked?
B: Dad, it's over there. Look, I took a photo because you always forget where it is!

2
A: Sorry, I'm late. I left my homework at home, so I went back for it.
B: It's OK. There's another bus in five minutes, but we're going to get very wet with this rain.

3
A: Oh no, I don't want to go.
B: I know, but it's only for a week. I'll be here when you get back. Now come on and give me a hug. Your plane's leaving soon.

4
A: OK, everybody. Here are your tickets. We'll stay together until we're on the boat.
B: How long is the ferry, Miss?
A: Oh, it's only about half an hour. You can see the island over there.

6.5 and 6.6

A = Ava D = Dan
A: Hi, is that your suitcase, Dan?
D: No, Ava, it's my sister's. She's flying to Greece today and she's worried about the journey.
A: Oh dear! Where are your parents?
D: They're getting ready for their holiday. Mum prefers going by car but Dad loves railways, so they're taking the train! Last year they travelled across Europe.
A: What about your grandma? She likes holidays, doesn't she?
D: Yes, but she isn't going with them. She's going to see a friend.
A: Oh nice. Is she driving there or getting the train?
D: She always prefers coach travel because it's cheaper. She hasn't got a car any more.
A: What about your brother? Is he going away on his motorbike again?
D: He'd like to, but it's broken. Actually, he's going by boat because he wants to visit a small island.
A: Great. Your cousin usually travels with him, doesn't he?
D: Yes, but he hates the water! He's going to cycle along the coast with his tent on his bike.
A: Good for him! And is your aunt visiting soon?
D: Of course. I think she'll drive here with her dog.
A: That dog loves a road trip!

6.7

A: Are you staying here for the holidays, Abel?
B: No, I'm going to my grandma's. We always visit her in Iceland in winter.
A: What are you going to do there?
B: She lives near an outdoor swimming pool, so I'm going to swim every day.
A: Brilliant. There'll be lots of snow.
B: I know, but the water will be hot. How about you?
A: Oh, my cousin's coming. We're going shopping. When are you leaving?
B: Tomorrow. I can't wait! My gran's food is amazing.
A: Lucky you. You'll have a great time!

6.8

1 The coach station is closed now, but we can buy our coach tickets online.
2 They took the underground into the city centre.
3 Jack and his friends are planning a boat trip on the lake at the weekend.
4 My parents never travel by ship because they get seasick.
5 They waited at the bus stop for half an hour, but the bus didn't arrive.
6 They're going to sail around the world next year.

6.9

A = Ana M = Max
A: I can't wait for my school trip to New York, Max.
M: You're so lucky, Ana! When are you going?
A: We're leaving on Sunday.
M: Oh, that's soon. Who are you going with?
A: My history class. There are twenty-four of us.
M: That's a big group. Will it be cold?
A: Yes, I think it'll be very cold. I'm going to take lots of warm clothes.
M: Good idea. Will you put some photos online?
A: Of course I will. What about you? Are you having a school trip this year?
M: I don't think so, but I'm flying to Mexico next year. My cousins live there.
A: That's exciting.
M: Yes, and it will be very sunny. I can't wait!

7.1 and 7.2

1 In my town, you can watch the local team play football or you could go swimming at the local swimming pool. You can also watch tennis or you could even play it yourself.
2 Um, I live in Bishop's Stortford and near my house is a park; and you can play football and basketball there 'cos there is a basketball net and a football goal.
3 I can dance really well, but I can't play football very well.
4 Uh … Where I live you can go swimming in the leisure centre, you can play football as there's a football team and you can also play cricket.
5 So I can swim very well but I can't play basketball because I'm not that tall.

7.3

P = Penny O = Oliver

P: Hi, Oliver!
O: Hi, Penny. Where are you going?
P: To my judo class. I do judo every Thursday at the sports centre. It's really good – you should try it. Do you still play hockey?
O: Not anymore. I stopped last year. I've started basketball instead. I play on the school team.
P: Oh wow, that's great! Do you know my cousin, Liam? He's on the basketball team.
O: Oh yeah, I know Liam. We go running together. I didn't know he was your cousin. He's a good laugh.
P: Yeah, he is. I'm going on holiday with him in February. Our families are going skiing together. What are you doing in the holidays?
O: I'm going cycling in the mountains with my dad. I can't wait!
P: Your mum and sister aren't going then?
O: No, my sister does gymnastics and she's got a big competition, so they can't come with us.
P: Ah, right. Well, have a good time! I'd better go now or I'll be late for my judo class!

7.4

1 What time will Olivia phone back?

A: Hello?
B: Hi, it's Olivia here. Can I speak to Henry?
A: Sorry, but he's at volleyball practice. He'll be back at six o'clock.
B: Oh. Is it OK if I call at around eight? I'll be at the gym until half past seven.
A: Yes, that's fine.
B: Thanks! Bye.

2 What's Jake going to use for the first time?

A: Happy Birthday, Anna. This beach party is a brilliant idea!
B: Thanks, Jake. Get your board and come in the water.
A: OK! I want to see what my new goggles are like. Is the sea warm?
B: It's lovely. You don't have to wear a wetsuit!

3 What's Hanna's favourite sport?

A: You're very good at sport, aren't you, Hannah?
B: Well, I enjoy being outdoors and, most of all, being on my bike.
A: But you also play basketball and tennis at school.
B: Yes, but we have to do those sports. I don't really like ball sports.

4 What number has Messi got on his football shirt?

A: Look, there's Messi … he's playing well at the moment.
B: Oh, I can't see him. Is he in the number fifteen shirt?
A: No, that's someone else. He's usually number ten, but I think he has to wear the number eighteen shirt for this match.
B: They're off! This is going to be exciting!

5 Where did Luke leave the water bottles?

A: That was fun. Did you bring everything out with you, Luke?
B: Yes, I think so. The rackets are in my bag and I took the helmets from under the table. You've got the water bottles, haven't you?
A: No, I didn't see them. Did you put them somewhere?
B: Oh I forgot. I left them on the chair. I'll get them!

7.5

1

A: Can you wait? I've got to do up my trainers.
B: Sure, no problem.

2

A: Can I borrow your goggles?
B: Sorry, but I need them today.

3

A: Could I get you something to eat?
B: No, don't worry. I'm fine.

4

A: Could you help me with my wetsuit?
B: Yes, of course!

7.6

1 I really want to win the gymnastics competition, so I [beep] every day.
2 Mark loves riding his bike. He always goes [beep] at the weekend.
3 When it snows, we go to the mountains and go [beep].
4 Do I need to buy any special [beep] to play this sport?
5 Rebecca is a swimming [beep]. She teaches five- and six-year-olds.
6 My dad goes [beep] running before work every morning.

7.7

1 I really want to win the gymnastics competition, so I practise every day.
2 Mark loves riding his bike. He always goes cycling at the weekend.
3 When it snows, we go to the mountains and go skiing.
4 Do I need to buy any special equipment to play this sport?
5 Rebecca is a swimming coach. She teaches five- and six-year-olds.
6 My dad goes running before work every morning.

7.8

E = Emma Z = Zach

E: Hi, Zach. Do you know where I can learn to play badminton?
Z: Yes, I go to a club at the sports centre. You can come with me!
E: Do you have to be good at badminton to join the club?
Z: No. I couldn't play very well when I started. You can play with the other beginners.
E: OK, great. What do I have to wear?
Z: You don't have to wear any special clothes – just something comfortable and a pair of trainers.
E: I don't have a badminton racket. Can I borrow one?
Z: Yes, you can.

8.1 and 8.2

1 Uh … I have swum with dolphins, but I still haven't had a chance to surf yet.
2 Uh … I've swum in the sea, but I haven't swum in a river or lake.
3 I've canoed down a fast river in France – it was very exciting.
4 I've slept in a forest, but I didn't really like it because it was really cold and there was no WiFi.
5 I have skied down a mountain, I have swum with dolphins, I have swum with sharks, but I haven't been able to skydive and I really want to.
6 I have been to Morocco and I have walked in the deserts.
7 I have swum in the ocean with sharks. I have been to the largest rainforest in Australia. I have … um … visited different continents such as Australia, North America, Europe, Asia. I haven't been to Antarctica yet, but I hope to go some day.

8.3

Hi, everybody. Are you ready for a weekend of exciting weather? It looks like Saturday is going to start with some cloudy weather and possibly some rain. But the temperatures are going to fall in the afternoon and we'll probably see a lot of snow around six o'clock this evening. Be careful if you go out on Sunday morning – there's probably going to be a lot of ice on the roads. Don't forget: stay warm!

8.4 and 8.5

O = Oscar E = Emily

O: How was Canada, Emily?
E: It was brilliant, Oscar. I stayed at an aunt's house in a forest.
O: Were you there before?
E: Yes, my dad goes every year, but I go with him about every two years.
O: Have you ever seen any wild animals?
E: Yeah. I've never seen my favourite animals in the forest, tigers, but I have seen bears and snakes.
O: Oh I love bears! They can sleep for more than six months without eating.
E: Yeah, and young bears only stay with their mothers for the first eighteen months and then they're on their own. They can live for more than twenty years.
O: You know a lot about them.

E: I watched a video on YouTube. Oh and guess what: there were enormous spiders in my aunt's house!

O: But spiders are interesting. I was going upstairs to my bedroom last night and I saw a huge one on the wall. I took a photo of it!

E: Ugh! You'd love Canada then!

O: Ha, ha! Yes, probably! What was the weather like?

E: It was boiling hot. My parents hated it. They found it difficult to keep cool, but I enjoyed it. We could swim in the lake every day!

8.6 and 8.7

M = Max A = Anna

M: I think the new outdoor pool is fantastic. Let's go this afternoon.

A: I don't know. It's going to rain, isn't it?

M: Yes, but it's warm. I think that swimming in the rain is exciting.

A: I'm not sure. I think it's too cold. Why don't we go out on our bikes?

M: Because cycling in wet weather is dangerous.

A: Yeah, you're right. Do you remember when we were in that storm?

M: Yes, it was awful – the wind was very strong. I was a bit scared.

A: Me too. OK, I think your idea is mad, but let's go swimming. I just hope the water isn't cold!

8.8

1 It's very [beep] today. Let's fly our kites.
2 It's too cold to go [beep] today.
3 It's a [beep] evening. Take your umbrella with you.
4 They couldn't eat the cake because a [beep] was on it.
5 We like swimming in the [beep] because salt water is healthy.
6 With the [beep] weather, Hannah couldn't see the car in front of her.

8.9

1 It's very windy today. Let's fly our kites.
2 It's too cold to go outdoors today.
3 It's a wet evening. Take your umbrella with you.
4 They couldn't eat the cake because a fly was on it.
5 We like swimming in the ocean because salt water is healthy.
6 With the foggy weather, Hannah couldn't see the car in front of her.

8.10

1

A: You look great, Sam. Have you been on holiday?

B: Yes, I have. I've been to Australia.

2

A: Do you enjoy living on an island, Emily?

B: I think so. I've never lived anywhere else.

3

A: Have you ever camped in winter, Ana?

B: No, I haven't. But I have camped a lot in warm weather.

4

A: Hi, Adam. Is your sister here?

B: No, she lives in Brazil now. She's started a new job in the rainforest.

5

A: Have you ever taken photos at night, Sophia?

B: I'd love to, but my camera isn't very good for that.

9.1 and 9.2

D = Dan E = Eva

D: Hi, Eva, come in. I'm just doing something in the kitchen.

E: Thanks, Dan. Mmm … are you baking?

D: Yes, I'm making a cake for my sister's birthday, but I'm not very good at it.

E: Well, if you give me the spoon, I'll mix it for you.

D: Thanks! It's a good idea, isn't it? If I make her a cake, I won't have to buy a present.

E: Dan!

D: Oh, come on. I have paid for all the things to go in it – eggs, flour, sugar … and lots of chocolate. If it has chocolate in it, my sister will love it.

E: Mmm, me too. Can I have some?

D: Eva, if you don't stop eating it, I won't have enough for the cake!

9.3

A: I'm barbecuing vegetables and chicken in the garden.

B: I'm baking a chocolate cake for my friend's birthday.

C: You can boil the potatoes now. The water is really hot.

D: Fry the sausages for 20 minutes.

E: When you have grilled the fish, add some lemon.

F: I'm roasting a chicken for lunch.

9.4 and 9.5

Hi, Laura, it's Nico. I hope you haven't forgotten it's my birthday on Saturday. I'm having a swimming party, but it will be on Friday instead of Sunday – it's the only day the pool is free. I've invited twenty-three people, but twenty-four are coming because Sam's bringing his cousin. He's really nice. The swimming pool is at the end of Gower Street. That's G-O-W-E-R. I'll put some balloons outside so you can all see it. It shouldn't be difficult to find.

As you know, I usually make pizza, but this year the café at the pool is going to do burgers for everybody. If it's a bit cold, they'll also make us cups of hot chocolate.

Can you be outside the swimming pool at a quarter past seven? We can only use the pool from half past seven until half past eight, so don't be late! You should bring your goggles and … oh, don't forget the cake! I'll get some crisps and fruit, but everybody loves your baking!

9.6 and 9.7

Ma = Man M = Maria I = Ivan

Ma: You are going to talk together. Here are some pictures that show everyday activities. Do you like these everyday activities? Say why or why not. I'll say that again. Do you like these everyday activities? Say why or why not. All right? Now, talk together.

M: Well, I love meeting my friends after school because we talk about things. What about you, Ivan? Do you like seeing friends after school?

I: Yes, I do, but we usually do sport or go to the gym. I enjoy going to the gym with friends because I love exercise.

M: I don't really like the gym because it's always so hot. I prefer spending time outdoors because I like fresh air. Do you enjoy being outdoors too?

I: Yes, I love being outdoors because it's healthy. When I'm at home, I just go on the computer. I don't like spending a lot of time online because it's boring. What do you like doing at home?

M: Oh I love going online because I can chat to my friends. I also like eating with my family in the evening because my dad cooks amazing food.

I: That's nice. I don't always enjoy eating at home because I have two little brothers. They're very noisy!

M: That's funny. Do you enjoy eating with friends?

I: Yes, I do. We often have pizza together at the weekend. It's good fun, but I think we're noisy too.

9.8

Ma = Man M = Maria I = Ivan

Ma: So, Ivan, which of these activities do you like best?

I: Well, I like sport best because exercise is very important to me.

Ma: And, Maria, which of these activities do you like best?

M: My favourite activity is eating with my family because my dad makes great food.

9.9

1 I didn't have time for a meal, so I bought a cheese [beep] and ate it in the park.

2 Are you having a [beep] again? You shouldn't eat between meals.

3 You've got a high [beep]. You should go home and drink lots of water.

4 Please eat your cereal. It's important to [beep] before you go to school.

5 I think my favourite [beep] is ice cream. I always have it in a restaurant.

6 Jack ate too much chocolate last night and this morning he [beep].

9.10

1 I didn't have time for a meal, so I bought a cheese sandwich and ate it in the park.

2 Are you having a snack again? You shouldn't eat between meals.

3 You've got a high temperature. You should go home and drink lots of water.

4 Please eat your cereal. It's important to have a good breakfast before you go to school.

5 I think my favourite dessert is ice cream. I always have it in a restaurant.

6 Jack ate too much chocolate last night and this morning he has stomach ache.

9.11

M = Matt J = Julia

M: What are you doing for your birthday?

J: Well, if the weather's nice, I'll have a barbecue in my garden.

M: That sounds good. Who will you invite?

J: If the party's in the garden, I'll invite the whole class. Our garden's really big.

M: Cool.

J: But if it rains, I won't be able to invite everyone. Our house is too small. If the party's inside, I'll only invite about six people, so just my close friends.

M: Hopefully, the weather will be good – it is June.

J: Yes, I'll be really happy if I can have a barbecue for my party.

10.1

1

A: Shall we go to the cinema on Saturday?

B: I'm already going tomorrow with Joe. You can come too if you want. What about going to that concert in the park on Saturday instead? It sounds good.

A: It does, but they sold all the tickets on the first day. We could just go into town. I need new football boots.

B: Me too. OK, cool.

2

You all tried really hard in yesterday's match, so well done! But to continue to do well, we need to practise hard. I'm not pleased that some of you are coming five, ten minutes late each week. If you want to stay on the team, you can't be late. Anyway, let's start work! Everyone run round the gym. Go!

3

Oh … Hi, Mum. I'm just phoning to say we're having a great time. Everyone says it's usually wet and cold here, but we've been lucky with the weather. I've worn shorts nearly every day, although it's not been very sunny. We're surfing today and it's perfect weather as it's quite windy. I'll call again before the end of the week. Bye for now!

4

A: I liked that new teacher – she was really nice.

B: Yeah, I think she usually teaches geography. I don't really like history, but that was fun. Anyway, why wasn't Mr Jones teaching us today?

A: He's gone on a school trip to the Tower of London with the Year 11 students.

B: We watched a documentary about that place! I'd love to go there!

5

A: Did you get a laptop for your birthday?

B: I asked for one, but my parents said it cost too much money. You know I got a mobile phone for my last birthday? Well, this year I got some headphones, so I can listen to music from my phone in my room. It means I can play really loud music now.

A: Great!

10.2 and 10.3

W = Woman T = Tomas A = Aliona

W: Now, let's talk about home. Tomas, who do you live with?

T: I live with my parents, my brother and my grandma.

W: And what's your favourite room in your home?

T: Erm … my bedroom.

W: Aliona, do you have any pets in your home?

A: Yes, I have a cat.

W: And where do you usually watch TV at home?

A: In the living room.

W: Now, Tomas, tell me what you like doing at home.

T: Erm … I like playing on my computer. My best friend lives on the floor above us. We often play video games together in my bedroom. We don't have a garden, but I play football in the park near my home. And, of course, I also like relaxing and watching TV at home.

10.4 and 10.5

1 This summer we went on holiday to New York. I went with my mum, dad and sister. We stayed in an apartment. The apartment wasn't very big, but it had amazing views of the city. New York is so busy – it's never quiet! The only part of the holiday I didn't enjoy was the journey. We flew from the UK and it took seven hours – and I don't really like planes.

2 I went camping for the first time this summer. It was great! We went to a campsite in the middle of a forest. I loved the campsite. We drove there, but we had to park the car outside the campsite. Because there were no cars on the campsite, we could play football or other games anywhere we liked. It was really good. The only thing I didn't like was waking up early. There were lots of birds in the forest and they made a lot of noise in the morning!

3 We stayed in a house right next to the beach in Spain. It belongs to my mum's friend. It was so cool! We went swimming all the time and the weather was hot and sunny every day. The house was really modern and had a TV in every room. The journey there was fun too. We went to Plymouth by train, took a ferry to Spain and then took a taxi to the house.

IRREGULAR VERB LIST

Verb	Past simple	Past participle
be	was/were	been
become	became	become
begin	began	begun
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone/been
have	had	had
hear	heard	heard
keep	kept	kept
know	knew	known
learn	learnt/learned	learnt/learned
leave	left	left
let	let	let

Verb	Past simple	Past participle
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
show	showed	shown
shut	shut	shut
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written